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MINOR HOCKEY ENVIRONMENT AND BEHAVIOR:  
AN ANALYSIS WITH PROPOSALS FOR CHANGE

by



CALVIN B. BOTTERILL

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled MINOR HOCKEY ENVIRONMENT AND BEHAVIOR: AN ANALYSIS WITH PROPOSALS FOR CHANGE submitted by Calvin B. Botterill in partial fulfillment of the requirements for the degree of Master of Arts.

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## ABSTRACT

An analysis of Canadian hockey environment and behavior at national, provincial and community levels tends to reveal that many minor hockey programs reflect the North American model of professional sport which is highly competitive, organized, commercialized and spectator-oriented. Such an environment in a capitalistic society seems to nurture an over emphasis on the value of winning which can be shown highly inappropriate for youngsters' play and games. A win despite cost approach in minor hockey is shown to contribute to a multitude of problems for kids including unrealistic and unreasonable expectations, restricted and inappropriate participation, and undesirable violent and unsocial behavior.

The author proposes an alternative community model and makes suggestions as to how to improve the environment and behavior in minor hockey through plans of action at national, provincial and community levels. These plans would seem to be consistent with the Canadian government's stated policies on mass participation in sport and should be a practical progressive step towards more positive sport and play experiences for youngsters.



## ACKNOWLEDGEMENTS

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I would particularly like to thank the members of my supervisory committee, each of whom has contributed immensely, for encouraging me to pursue the study in what I feel is a very meaningful and practical way. Finally, my appreciation to Doreen for her many contributions.



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# CHAPTER I

## STATEMENT OF THE PROBLEM

### Introduction

The majority of people in North America have assumed and seldom questioned the statement that "sports participation is a highly valuable experience in a child's life". However, psychologists, sociologists, and sport analysts are now beginning to realize that sport is simply an activity with the potential (as most activities do) to be either a positive or negative influence in a child's life. In effect, there are those who benefit from their involvement in sports, those who suffer harm, and those for whom sports participation has no noticeable effect. Which category an individual falls into is usually entirely dependent on the environment in which he participates. For example Emil Bend has recently discussed the potential dysfunctional effects of sports upon socialization in a paper presented at the Third International Symposium on the Sociology of Sport at Waterloo in 1971.

Sport participation, for example, has the potential for strong positive personality development including internalization of primary value orientations and evaluations of self. On the other hand, sport participation in an improper environment and social climate might involve patterned pressures and influences which can adversely affect emotional growth. Unsuitable adult expectations and situations in the play of youngsters produce child disparagement and anxiety which is bound to have a negative effect on personality development. As well as the



negative effect on unsuccessful athletes, one also might consider the implications in some settings for the social and psychological development of highly talented pre-adolescents who develop inflated self evaluations which are unrealistic and inconsistent with other stages of personal development.

The sports experience also contains the potential for reinforcing society's desirable norms and values in the process of socialization. Desirable norms and values of sportsmanship, team work, motivation, and achievement can be reinforced in an ideal setting where the child learns by doing and experiencing. Conversely, in a strained social environment where "victory at any cost" orientations are evident, the participant is reinforced for deviant undesirable norms and values. Deliberate violation of desirable norms to prevent the opponent from gaining an advantage may become a common negative socializing influence.

Another aspect of the positive potential of sports is the development of aspirations along with the opportunity for upward social mobility through interactive related experiences. However, the development of unrealistic aspirations and expectations through sport can end up having a very disfunctional effect on social mobility. The victory at any cost orientation to competitive sports appears to be the major cause for undesirable environments and behavior in minor hockey. This philosophy and approach tends to create or encourage the following major problems in sports for youngsters:

1. Unrealistic and unreasonable expectations
2. Restricted and inappropriate participation
3. Undesirable violent and unsocial behavior





It is these basic situations in minor hockey with which the author is primarily concerned.

Whether or not the victory at any cost orientation is a direct result of the professionalization of sport in North America, one must consider the strong possibility of economic ties. When the goal of victory becomes highly rewarded and an economic end, individuals are likely to adjust the means to that end if they are free to do so. In competitive North American society where people are free to capitalize and it is good business to do so, the value of "victory at any or all cost" has received a great deal of support. When one considers the nature of North American society and the fact that the status and exposure of professional sport and entertainment have spiralled as a result of technology, mass media, shorter working hours, improved travel, etc., it is understandable that winning has become paramount.

However, although professional sport is a highly entertaining and successful enterprise it does not constitute an appropriate model for the play and games of youngsters. The tremendous growth in the importance of professional sport and winning in North American society has contributed to the fostering of this win despite cost attitude in minor league sport. The conditions and behavior that this approach to kids' sport encourages would seem to be highly undesirable influences in the growth, maturation, and socialization of youngsters. The child is hardly prepared to face the same conditions as a professional athlete and entertainer, yet this seems to be happening and the youngster stands to be involved in a very negative experience or, in other words, deprived of a very positive sports experience.





## Importance of the Study

It would seem safe to assume that it is the desire of almost all parents to have their children experience situations which have a positive effect on physical growth and mental and emotional maturity. Play experiences for youngsters play crucial roles as the individual grows, matures, learns, and socializes. The author feels strongly that it should not "be the right of every red-blooded Canadian boy to be cut at the first practice or experience similar negative play situations" (Affleck 1972). But it should be the right of every red-blooded Canadian child to have an opportunity to experience positive satisfying situations through exposure to sport and physical play.

Studies such as the one by Orlick in Edmonton (1972) reveal the types of negative experiences youngsters are sometimes involved with in minor hockey. Eight year old dropouts who never want to participate in sport again tend to reveal that these youngsters have been exposed to highly unsuitable play experiences. It is becoming evident through observation and studies such as the one by Orlick that there are problems in minor league sports which are having crucial effects on kids. It is the aim of this thesis to determine the problems and sources in minor hockey and develop suggestions as to how to improve the situation. The importance of children having the opportunity for positive play experiences would seem self evident and it is this end to which this study is directed.

Although one can only speculate as to the long term effects of negative childhood play experiences, one would expect them to produce



undesirable societal problems. Youth produces the leaders of tomorrow; that the environment they experience while maturing is crucial to the types of individuals they become can not be denied.

### Statement of the Problem

The problem is to analyze the environment and behavior in minor hockey in Canada, to define the major problems and concerns, and to develop proposals and programs for change. Several basic areas of concern have prompted such an investigation.

### Basic Areas of Concern

Primarily this study is directed at providing an environment in which youngsters have the opportunity for wholesome positive minor hockey experiences. At present in some situations, an unsuitable minor hockey environment is giving rise to problems in three basic areas:

1. Adults are imposing unrealistic and unreasonable expectations on children in minor hockey as a result of evaluation via adult or professional sport criteria. The expectations being transmitted to the child are often based on not only performance but behavior as well. The result of this social pressure along with unrealistic evaluative criteria is often very negative childhood experiences. What is forgotten here, is that kids are not miniature adults or miniature professional athletes and usually do not have the capability to handle the related situations. They are often uncertain and unsure of



themselves. It is interesting to note that when kids create their own games they are self limiting in terms of their capabilities. For example, when things get too hot the game breaks up or is adjusted. "Maturity is developed rather than achieved" (M. Smith 1972).

2. Unsuitable situations are created in minor hockey which result in restricted and inappropriate participation. Youngsters of five and six years of age are being informed that they are not good enough to make teams. Others are sometimes dropped for a better player who can be picked up when the "big" games come up. The "big" games themselves are unsuitable situations for kids who might find the pressure of an entire city or province upon them in a crucial game situation.

The emphasis on winning results in plenty of opportunity for the current talented elite at the expense of those who might be late maturers or less skilled at the moment. Only too often opportunities for youngsters are restricted or eliminated due to attention to the skilled.

Example: The star gets most of any extra ice time when it is the others who could benefit from it most.

Again it is interesting to observe how seldom elimination or unsuitable situations are evident in the games kids create and play in backyards and streets.

3. What is interpreted as "pro-style" handling of athletes by adults is often transmitted to minor hockey producing undesirable violent and unsocial behavior. Results of severe





treatment of children are known to be unpredictable, often producing hostility, rebellion, anxiety, apathy, etc. When winning becomes too important to the adults involved in the program, rules are bent, and values other than those desirable in society are communicated to the child. In this situation the child's behavior may become highly undesirable as a result of the models he observes and the reinforcement being received. He may learn that he has a better chance to win if a talented opponent is hurt. He may learn that it is better to trip than allow the other team a breakaway. With these kinds of attitudes and behavior the child admits he can not match the skill of an opponent, he expresses a lack of faith in team mates, and learns it is worth cheating to win.

An undesirable environment tends to create these kinds of behavioral problems. When one thinks of the possibility of transfer of violent unsocial hockey behavior to other aspects of life, it becomes a major concern.

In summary, the three areas of concern in minor hockey all seem closely related to a victory at any cost orientation toward competitive play and games. J. Brosman (1971) has written an interesting article on amateur sport entitled "What we are Losing by Winning" referring to the real values of sport which are disappearing in this approach. This concern deserves strong consideration in light of the problems arising in kids' sport today. Ironically, a good program involving the process of self improvement based on desirable societal values will inevitably





produce winning. Impatience to win is producing costly results for the kids around minor hockey.

Minor hockey environment is producing the problems. Changes in that environment should produce change in the problem behavior. People are beginning to become aware of problems and the time is right for practical suggestions.

### Thesis Format and Limitations

To be effective in planning an attack on a social behavioral problem of this nature it is important to carefully analyze the situation and gain perspective on important issues before making suggestions. Some of the important questions with which the study deals are listed below:

1. What values and behavior are presently being reinforced in minor hockey?
2. How are these values and behavior being reinforced in the minor hockey environment?
3. What values should sport help establish, maintain, and reinforce?
4. What factors in the environment are responsible for the discrepancy?
5. What measures can be taken to adjust the hockey environment so that positive values and behavior can be emphasized and negative values and behavior can be de-emphasized?

Having outlined the basic issues in the minor hockey problem in



this initial chapter, it becomes obvious in searching for the answers to these questions that a review of pertinent related literature in search of facts and implications would be most valuable. The highlights and summary of this review will be outlined in Chapter II, "Review of Related Literature".

From there, the format of the thesis will be such that, in the author's opinion, the problem being studied can be dealt with most efficiently. The complexity of the hockey system in Canada dictates that the topic be split to facilitate analysis. Therefore, Chapter III will deal primarily with "The Canadian Hockey Scene" at the national and provincial level in an attempt to find answers to the important questions presented. Chapter IV will then deal with "Proposals for Change" at the national and provincial level.

In Chapter V the author will deal more explicitly with "The Canadian Hockey Scene" at the community level with the same questions in mind. Chapter VI will follow with "Proposals for Change" at the community level. The final chapter will include a summary and recommendations as to implementation evaluation and follow up.

The study is limited to proposals involving a reasonable number of factors such that they would be practical to implement in Canadian society. The integrating capacities of the author and experiences he has known are limiting factors as they are in any personal product.

The study is also limited in that it is only a beginning towards the solution of a social problem. Although there is some support for the procedures suggested many are relatively new and will only become completely validated when more data has been collected.



However, it is the strong conviction of the author that the potential positive value of this kind of study far outweighs its limitations.

### Definitions

Actualization - the process of self fulfillment; the satisfying of internal needs and reaching of human potential.

Aggression - any overt expression of hostility or attack whether by word or other action.

AAHA - Alberta Amateur Hockey Association; amateur hockey body representing the province of Alberta.

Amateur - one who engages in art or sport on a non-professional basis.

Behavior - the actions an individual exhibits as a result of internal motivation and interaction with the environment.

CAHA - Canadian Amateur Hockey Association; amateur hockey body representing Canada.

Commercialization - the process of becoming subject to advertising, selling, and marketing in order to insure financial success.

Consultant - the person in a scheme of environmental change and behavior modification who directs and is aware of the mechanics of the process.

Contingency Management - the process of rearranging environmental rewards and punishments which strengthen or weaken specified behaviors.

Dehumanization - to make or render inhuman; the process of attributing the characteristics of an object to a person, and considering the person an object to facilitate the reaching of a goal.





EMHA - Edmonton Minor Hockey Association; amateur hockey body representing the City of Edmonton.

Environment - the physical and social conditions and influences under which one lives; the surroundings which inevitably influence experiences and behavior.

Hockey Canada - a national hockey body in Canada (with NHL membership) which received government sanction to operate and develop teams that represent Canada in international hockey, and to foster and support the playing of hockey in Canada (in particular to develop the skills and competence of Canadian hockey players).

Instinct - biological universal mode of behavior within a species, essentially unlearned or hereditary.

Mediator - the person in a program of environmental change and behavior modification who is a "significant other" in the target's environment and consents to adjust his effective reinforcement.

Model - an example considered worthy of imitation; often takes the form of people in one's environment.

Motivation - underlying psychological goals of an individual's action, whether or not conscious.

NHL - National Hockey League; until 1972 the only major professional hockey league in North America.

Personality - habits, attitudes, and other social traits which are characteristic of a given individual.

Professional - one who engages in sport for pay as a vocation.

Recreation - any form of leisure activity which has a refreshing, relaxing, and rewarding effect on an individual.





Reinforcement - feedback as a result of action; positive in terms of encouragement or reward, or negative in terms of discouragement or punishment.

Self Concept - an individual's attitudes, feelings, and perceptions about himself.

Significant Others - people in an individual's environment who act as an influential reference group; those people valued and held in esteem by an individual.

Socialization - the process whereby a person acquires sensitivity to social stimuli and learns to get along with and behave like others in his group or culture; the social process whereby persons learn to become participants in their society.

Values - concepts of the desirable; tied to morality and appear to be highly dependent on past environmental reinforcement.

Violence - aggression to the point of physical harm and destruction.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Socialization and Behavioral Determinants

"A child's behavior is a function of his biological nature and the learning that results from interaction with his environment particularly, his social environment" (Orlick, 1972:9). That the significant people in this social environment are primary sources of motivation, identification, imitation, reinforcement, and possibly fears or doubts has been shown by numerous people (Mussen, Conger, and Kagan, 1963; McNeil, 1969; Mead, 1934; Bandura and Walters, 1963). That these significant others can communicate attitudes, and possibly behavior, indirectly as well as directly has been shown by Pressey and Kuhlen (1957). If the persons in a child's immediate environment are interested in and enjoy activities, the child falls readily into the pattern. However, if the same people are uninterested or dislike activities, the probability of interest on the part of the child is greatly diminished.

The literature on socialization and behavior acquisition seems to indicate that a child becomes socialized into sport in much the same manner that one becomes socialized into any mode of behavior. The implication being that learning a sport role is largely dependent upon the models available to the child and the reinforcements to which the child is exposed (Orlick, 1972:11).

Studies investigating the families from which athletic participants emerged seem to indicate that (1) athletic children have parents who are themselves active, and/or (2) athletic children have parents (or significant others) who encourage their participation (Orlick, 1972:14).

Motivation experts such as Birch and Veroff (1966) have explained



that whether or not an action occurs depends on the relative strengths of tendencies and expectancies. Positive and negative expectancies which appear to be the results of modelling, vicarious reinforcement, and feedback from initial related experiences, play a critical role in shaping a child's behavior. The following quotation would tend to explain the significance of such expectancies in determining behavior in sport or any activity.

Educators have been guilty of minimizing the critical role which a child's expectancy of failure plays in shaping his behavior in a school situation. The child's motives are contingent on expectations of success or failure, and motives are sloughed or adopted with zeal depending on the degree to which the child believes he can attain the goals that gratify the motive (Kagan, 1966:100).

The literature on personality, sports participation, and behavior, tends to reveal two statements which both have considerable support: (1) sports participation influences personality and behavior, and (2) individuals who exhibit certain personality traits and behavior tend to elect to participate in sports. Which is more important is still questionable and will require further study. However, the importance of self concept as a personality factor determining behavior is becoming more obvious. An individual's attitudes, feelings, and perceptions about himself form his self concept. Rosenberg (1965) has described three characteristics of people with low esteem which make them less likely to participate: (1) they feel threatened by others, (2) they doubt whether they have much worthwhile to contribute, and (3) they are self conscious about performing in front of others. One begins to realize that although self concept can often be improved through





participation in a suitable environment, an individual's initial self regard may be a highly limiting factor. Youngsters with poor self concepts may tend to withdraw and not improve in many social hockey environments.

Other factors which one might consider influential in determining behavior are instincts and levels of activation. Fiske and Maddi's activation theory proclaims that people have a tendency to maintain levels of activation to which they are accustomed. As a result of early activity patterns, the individual is motivated to select and maintain either tension increasing or tension reducing activities (Maddi, 1968).

Proponents of a strong instinctual or biological determinants of behavior such as Tiger (1969) and Ardrey (1966) make strong cases for their theory. These individuals propose that the process of evaluation has left people with survival instincts which have a considerable effect on social behavior. The role male validation, bonding, and territorial imperatives have played in evolution may very well make them variables worthy of concern when dealing with traditionally male behaviors such as aggression, violence, and confident assertion.

However, in today's world where environments contain so many influential factors, one would assume that (just as they did in evolution) environmental changes will overcome hereditary behavior. Flexibility and adaptability then become recognized desirable attributes in life (as they were in survival). This study will deal mainly with the effect of environmental changes on behavior. Factors to be considered in environmental change will be considered following Orlick's theory of behavior and early participation in sports.





Whether or not a child participates in sports is dependent primarily upon three factors: (1) the models available to the child, (2) the expectancies that the child has regarding participation, and (3) the reinforcement contingencies to which the child is exposed. While two other factors, personality and general level of activity, tend to make a child either more or less susceptible to sports, participation appears to be largely dependent upon environmental factors and the reinforcement contingencies operating within that environment (Orlick, 1972:144).

### People, Freedom, and Control

The American dream of freedom has played an important part in many people's lives and hence, there is a great resistance to suggestion of any control in the lives of North Americans. The distinguished psychologist, B.F. Skinner (1971) has written a book (Beyond Freedom and Dignity) utilizing practical arguments in an attempt to convince North Americans that freedom is not everything or always the answer. He talks of problems facing people of the world today and changes he feels necessary for survival.

There is a basic need for control in people's lives. The fact that groups of people naturally produce leaders is a reflection of this basic need. One might think of a group of people marooned on an island or of the many sports teams in North America. There is a need for leadership and a person or persons exercising some kind of control. It is a simple fact that people are usually happier and more stable and efficient as a result of leadership and some control.

The paradox lies in keeping the leadership or control in the best interests of the people. This, without doubt, was the initial aim of democracy and people who realized that certain freedoms were highly



desirable and conducive to self fulfillment and individual or personal actualization. Ironically, most of the social problems that North Americans face today are a result of people getting somewhat carried away with freedom. Individuals were permitted to act primarily in their own interest with little consideration given to the interests of others. The need for leadership and control continued to be evident as people selected those they wanted in control.

However, due to "freedom to take advantage of the other guy" the most aggressive and competitive individuals have wrested most of the control from those selected or chosen. The original democratic structure at times seems to exist only as a mask to hide control by autocratic profiteers acting in their own interests rather than those of the people. Now very often those elected are politically and economically dependent on the favour of large enterprises.

Without doubt, certain freedoms are valuable and desirable as man strives towards improvement and fulfillment. Ironically, the extent of important freedoms has been severely restricted by the situation just described. "Freedom to take advantage of people" would seem to be a highly undesirable situation. Looking at the situation one begins to realize it is unwise to label all freedom as desirable, and all control as undesirable or vice versa. Some control is not something unnatural or foreign to free people, and freedom is desirable only as long as it is in the best interests of people.

B.F. Skinner, in "Beyond Freedom and Dignity", tells why instead of promoting freedom and dignity as personal attributes, people should direct their attention to the physical and social environments in which they



live. It is the environment that must be changed rather than man himself if the traditional goals of the struggle for freedom and dignity are to be reached. He states:

The environment is obviously important, but its role has remained obscure. It does not push or pull, it selects, and this function is difficult to discover and analyze. The role of natural selection in evolution was formulated only a little more than a hundred years ago, and the selective role of the environment in shaping and maintaining the behavior of the individual is only beginning to be recognized and studied (1971:25).

Attempts to change people so their behavior will improve have usually been futile, but the alternative (which is seldom tried) of controlling environment to change people holds great promise. Skinner adds:

How one feels about behaving for the good of others depends upon the reinforcers used ... His behavior depends upon the control exerted by the social environment ... How people feel about facts is a by-product (1971:110-113).

The social learning interpretations of the mechanisms regulating behavior advocated by behavior modification experts like Bandura, Tharp, and Wetzel show the futility of attempts to change attitudes and personality if the reinforcing contingencies in the individual's environment remain the same.

Although it is commonly assumed that attitudinal changes have widespread and stabilizing influences upon overt actions, induced alterations in attitudes in fact generally have few enduring effects upon behavior unless they receive sufficient reinforcement support (Bandura 1969:623).

For example, appealing to coaches and parents regarding teaching sportsmanship at clinics and meetings will have little effect if in their





environment there is little reinforcement or recognition given behavior reflecting sportsmanship as compared to achievement or winning.

On the other hand, if the environment is controlled or adjusted in such a way that it becomes rewarding to behave in a sportsmanlike manner and to encourage sportsmanship, the occurrence of such behavior will increase. The individual values the things he is reinforced for and his feelings and attitudes will begin to change. Values and feelings are really almost completely dependent on reinforcement and needs. "As organized agencies induce people to behave 'for the good of others' more effectively, they change what is felt"(Skinner, 1971:116).

Behavior modification is probably one of the few ways to have a reasonably permanent effect on people's values. In a paper on "The Origin and Modification of Values" Dr. C.C. Anderson (1965) discusses the many variables which influence the extent to which values are acquired. These variables, as listed below, all must be considered in a program of contingency management or behavior modification in the natural environment.

1. Models - the nature and significance of the models to which the individual is exposed.
2. Homogeneity - the extent to which a society (and its influences) is homogeneous with respect to the unquestioning acceptance of the values it promotes.
3. Technological change - the extent and speed with which scientific progress requires changes in values.
4. Formal expression - behavior based on a value must be expressed and reinforced if the new value is to endure.





5. Congruency with registered information - the extent to which the value and related behavior seems relevant with what is known is important.
6. Commitment - the extent to which an individual is committed to a value. That is, the extent to which one will suffer rather than transgress.

Despite these many variables to be considered, Anderson goes on to describe what can be done to modify values. It is distinctly behavior modification in the natural environment.

... firstly, teachers should emphasize both in themselves and in other (perhaps fictional) characters the desired behavior and associated values, and, secondly, adequate positive reinforcement should be provided for any, even faltering, attempts on the part of the child to behave appropriately and negatively reinforce (preferably by withdrawing something desirable to the child) repetition of, or regression to, behaviour of an undesirable sort; thirdly, any other interfering model should be removed or downgraded -- as far as this is possible, and finally, matters should be arranged so the child can have some regard for the teacher. In connection with the last point, it should be recalled that continuous affection will reduce the power of that affection through satiation and occasional unwillingness to tolerate poor conduct or attitudes will strengthen that power (Anderson, 1965:10).

### Behavior Modification in the Natural Environment

The approach the author later advocates in overcoming the social behavior problems in minor hockey is a variation of behavior modification in the natural environment. According to several laws of learning, as the environment changes so will behavior change. Therefore, some control over social environments in the interests of people and more desirable behavior has interesting possibilities.



According to Tharp and Wetzel, this process centers upon the technique of contingency management which may be defined as the rearrangement of environmental rewards and punishments which strengthen or weaken specified behaviors. The potent reinforcers for an individual ordinarily lie within his natural environment, and these reinforcers are controlled by those people to whom he is naturally related. In the minor hockey situation "significant others" in the child's life might include the coach or community leader, parents, spectators, officials, peers, etc. "The task of 'contingency management' comes to be the reorganization of the patterns of reinforcement control exercised by the people of an individual's environment" (Tharp and Wetzel, 1969:3).

Problems of control make this a difficult and complex operation in the natural environment but this "social systems" approach has been shown effective with good administration. B.F. Skinner seems to be speaking of a similar approach when he states

The first step in solving the problem is to identify all the goods received by the individual when he is controlled for the good of others... If recognized and reinforced 'the good of others' then rebounds to the good of the individual (1971:119).

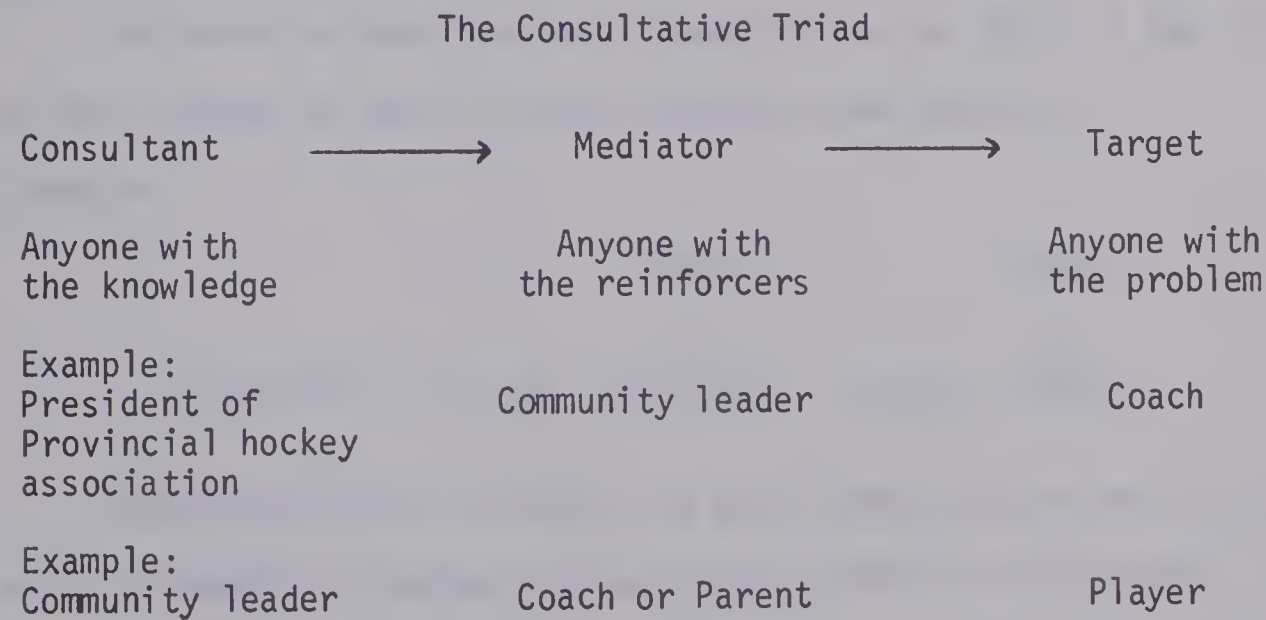
Bandura points out that one of the major obstacles to the development of effective change programs arises from the failure to specify precisely what is to be accomplished. For example, a hockey association advocates more sportsmanship without giving examples of behavior to be developed or extinguished. Desired goals should be defined in terms of observable behavior and intermediate objectives set up to insure rapid progress. Reinforcement vicariously experienced through modelling can



be an important aspect of the "shaping" procedure. It is interesting to note that behavioral conditions which are usually attributed to complex internal determinants presumed to be operating largely at an unconscious level respond in an orderly fashion to external control. The significance of social and peer influences on people can not be underestimated.

Behavioral changes can be hastened and effectively controlled ... by combining extinction of undesired responses with stimulus control procedures and with modeling and positive reinforcement of competing response tendencies (Bandura, 1969:414).

The approach used by Tharp and Wetzel for behavior modification in the natural environment advocates a highly useful model described below. It has proved highly successful for behavioral intervention in the natural setting.



The basic contingency -- management technique is simple and immutable: rearrange the contingencies so that desirable behavior is rewarded and undesirable behavior is not rewarded ... Control of the reinforcers becomes the paramount issue. Working in the complex and stubborn natural environment always





brings difficulty of control, so that discovering the agent who controls the behavior of the target becomes essential. Thus is the mediator defined and selected: he must (1) possess the target's reinforcers, and (2) be able to place them on contingency (Tharp and Wetzel, 1969:48-49).

In addition, the strength of the mediators reinforcement must outweigh that of others in the environment.

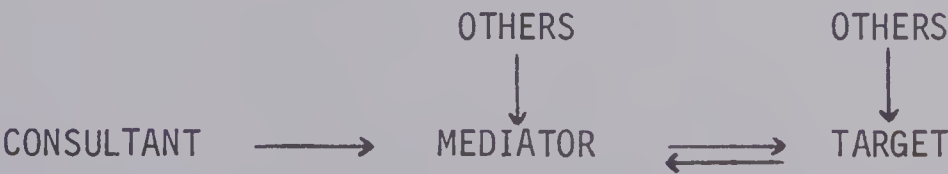
Example:



The minor league coaches' reinforcement must outweigh peer or professional influences. Perhaps the solution will lie in the greater power of the "immediately reinforcing others" as opposed to the vicarious and more distant models of professional athletes etc.

The model becomes even more complex when we think of the influence of the sources of social reinforcement on the mediator.

Example:



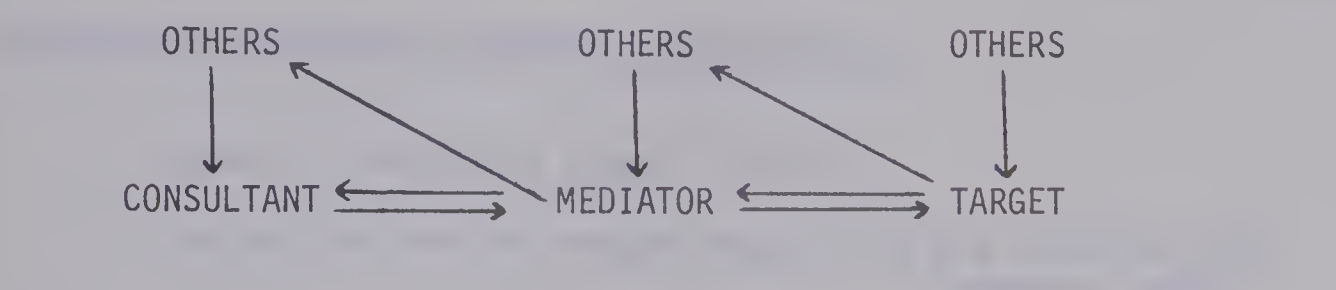
The professional influence via mass communication etc., as described earlier, begins to become obvious in its effect in this model. Overcoming these factors complicates the situation. Some indirect control over these other sources of reinforcement may often be necessary.

The new modified behavior should be made reinforcing to as many of the "others" as possible to insure a positive feedback effect on the





mediator. In the end, the consultative triad embedded in the social environment begins to look like this:



Each individual in the chain must attend to the primary task of modifying the behavior of the next individual in the chain, not necessarily the target's behavior. For example, the community leader who wants a change in the boys' behavior must deal primarily with the coach, parents, or effective mediators! Movement will later be made towards organizing and describing an effective program to counteract the practical hockey problems.



## CHAPTER III

### THE CANADIAN HOCKEY SCENE (NATIONAL AND PROVINCIAL)

#### North American Sport, Economics, and Politics

- Sport is profitable (Sage, 1970:154).
- Capitalism revolves around competition and profitability (Anderson, 1972).

These simple facts tend to highlight the most influential factors in the complex relationship existing in sport, economics, and politics in North America. The tremendous development of professionalism and commercialism in sport today is a result of political freedom to monopolize and maximize profits, and the economic feasibility of doing so. The social influences of these happenings are usually simply secondary and incidental to profitability.

Sport is attractive to the American entrepreneur because it is something which is marketable, competitive, attractive to others, and currently popular and profitable. The market is receptive, player resources available, and professional sport promoters and team owners have long claimed a special position in respect to the monopoly laws and the constitutional prohibition against slave labour. "It is clear that professional sports are a natural monopoly marked by definite peculiarities both in the structure and in the functioning of their markets" (Neale, 1970:222).

"All sports enterprises are engaged in interstate commerce and all should be subject to federal anti-trust laws" (Robinson, 1970:231).



However, many decisions to the contrary appear in court records as the big time sports profiteer continues to benefit from exemption and special legal considerations. All this in a culture of extreme liberal capitalism makes the sport market irresistible to the aspiring business tycoon. The highly competitive North American society permits the investor to maximize profits, often at the expense of others. Out of the American dream of "freedom" an undesirable set of values appears to evolve; for although you are free, you are unprotected! The athlete who needs or desires to provide for himself and perhaps a family might become violent and over aggressive in order to make himself part of a saleable spectacle. He may become the victim of profitability and the entertainment business. One might think of the free competitive system and then think of the young athlete with excellent skills who leaves an education only to find that he is unable to achieve his aims -- not because he is not a good enough athlete, but because he is not an "entertaining" athlete. He has been deceived, as others often are, to insure an adequate economical resource supply. Again the individual (perhaps an adolescent) is free but often unprotected.

Professional sport is show business of a special kind. Its prime objective is to provide an emotional binge, arousal jag, or whatever we call the prolonged and mass excitement, and/or the vicarious participation that is its hallmark. ... the prime purpose of pro sport is to generate emotional excitement (Murray Smith, 1971:2).

These are all situations men and adults in this society might be expected to face, but they would seem highly undesirable for youngsters or adolescents.

Complete freedom at times seems to end up defeating its own





purposes, for inevitably those most aggressive and competitive (usually enterprising profiteers and business men) end up controlling people and perhaps society. Galbraith, in a book called The New Industrial Estate (1967), explains how the flow of instruction is often changed from



to a revised sequence situation in which

... the producing firm reaches forward to control its markets and on beyond to manage the market behavior and shape the social attitudes of those ... that it serves (Galbraith, 1967:212).

This would seem quite possible today in professional hockey because of the many mechanisms those in control have at their disposal. For example, the mass media is dependent on large corporations (economically and politically) and this control results in them providing complete and emphatic publicity and public relations services for professional sport profiteers etc. (Garry Smith, 1972).

The socializing agents created transmit their values in a subtle but encompassing and total manner. The status of the models created is often awesome to youngsters and reinforcement for certain behavior can become all that matters to some individuals. Win despite cost is very often the theme.

Trends toward aggression, violence, materialism, privatism, consumerism, possessive individualism, etc. are all being traced to an over-competitive, supposedly liberal, democratic political and economic system (Anderson, 1972). Big time sport, as a part of this culture with





a reputation as a democratic ideal in terms of social mobility (opportunity for achievement etc.), is strongly reflecting many of these trends with increasing incidence of aggression, violence, dehumanization and so on.

Politics and professionalism are even showing their marks in international sport which was once based on the highest of amateur values and ideals. "International competitive sport has become an arena for ideologies mirroring the same tensions as seen throughout the world on a purely political plane" (Natan, 1970:206).

Therefore, it is important to look carefully at the influence professionalism and commercialism has on activities that were once considered play, and the people who participate in these activities (particularly children).

The majority of parents, spectators, and volunteer coaches, officials, and administrators are themselves often products of an over-competitive society and a complete selling job by big time professional sport promoters.

These adults consciously or unconsciously lay the super organized professional entertainment style game on younger and younger kids who really just want fun and recreation (Murray Smith, 1971). A self defeating pyramid effect results with possession of satisfaction and rewards limited to the elite. The average unsophisticated non-aggressive youngster looking for enjoyment and success (particularly a late maturer) is usually "psyched out", gets little attention, and tends to become an unhappy non participant (Orlick, 1972). It is time minor sport enthusiasts took a careful look at many of their products. The elitist



model who has been the subject of most attention often becomes something less than desirable, and as Bruce Kidd (1972b) points out, much of youth has often become alienated from sport and potentially valuable experiences.

In the transition from communal agrarian to urban-industrialized society, "achievement" criteria are presumed to replace "ascription" ones as a basis of the allocation of positions and the distribution of rewards (Webb, 1969:161).

"To the swift goes the prize" indicates the constant connection between sport values and those of the economy. In a study on "Professionalization of Attitudes toward Play among Adolescents" it has been shown that as the child grows older the importance of "playing a game fairly" declines as the importance of "playing well" increases (Webb, 1969:167). A later study revealed this professionalization of attitude highly related to whether or not the child was a participant in organized sport (Mantel and Vander Velden, 1971). The child soon becomes a product of society and probably many play and sports experiences.

Webb's data also tends to support the hypothesis that "achievement" becomes more and more important than "fairness" in minorities which are possibly somewhat discriminated against. Occupational background of parents also appeared to be a factor in the child's attitude toward play. So we see that the child is definitely a product of his environment and his experiences at play, at school, at home, etc. Environmental reinforcement and models have had their effect in producing a personality.

Sport participation today, even for the very young, often appears to be little more than preparation for later participation in an "achievement economy" and a "capitalistic polity". This is sad for as



a highly successful teacher and coach points out, "Childhood isn't preparation for life. It is life" (Murray Smith, 1972). It is important to remember that a child is not just a potential adult, but an individual being with a need for an identity, the capacity for emotions and feelings, and limited physical ability. Childhood is life -- its most important part.

Sport is indeed presently a product and reflection of a society and it is perhaps time North Americans take a look at whether or not they want succeeding generations to endure a "win at all costs", dog eat dog" society with its accompanying problems of violence, drug usage, de-humanization, consumerism, and possibly impending doom.

### The Hockey Situation

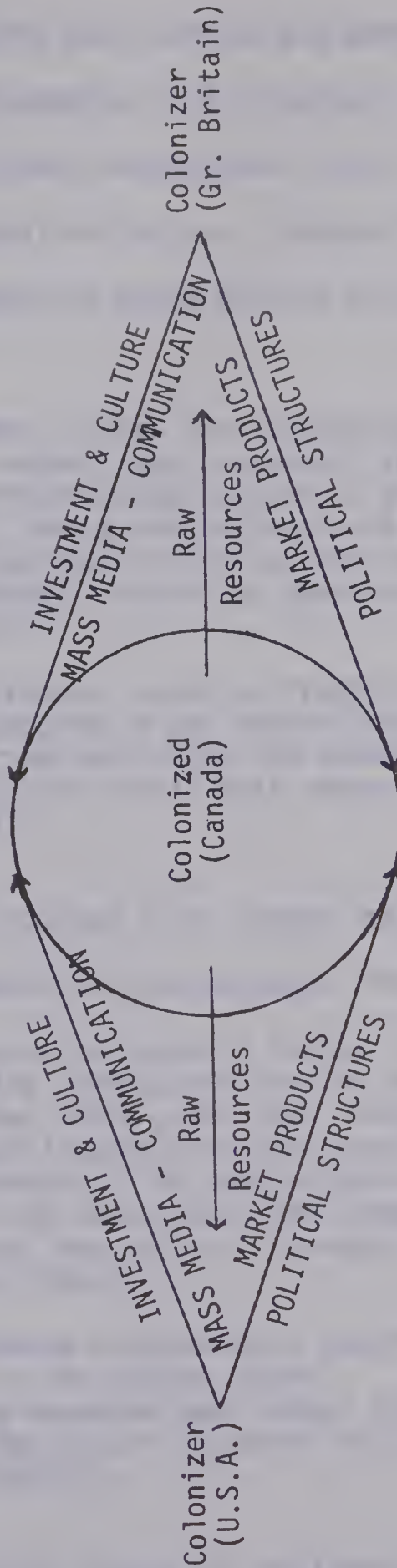
A discussion of anything Canadian today usually requires some investigation regarding American influence or what Kari Levitt describes as the Silent Surrender (1970). In her book she presents a sketch of Canada's slide into a position of economic, political and cultural dependence on the United States. Since its discovery, Canada has never really ceased being a colony dependent on other nations. As such, her relationship with initially Great Britain and later the United States can be outlined via Davis' Hinterland Metropolis Model (Davis, 1971:1-40).





Mostly Pre 1930

Mostly Post 1930







Social philosophers such as Marx and Weber have shown behavior highly dependent on economics, and since much of Canada's economy is dependent of multinational corporations, this in turn is reflected by a highly foreign controlled culture. Whether she has chosen it or is simply a victim, Canada has ended up with far more "continentalism" than "nationalism".

... we should bear in mind that capitalism is an international system rather than a national system, that the centre of this international system is the United States, just as Britain, France and Holland were in earlier periods. Canada is distinguished in this system by the extent to which we have become tied to the American metropolis (Gonick, 1967:12).

During the 1968 Federal election Trudeau stated that Canada is no more independent of the United States than is Poland of the U.S.S.R. We have about 10% independence he remarked, and can only maneuver within that degree of freedom (Gonick, 1967:21).

Hockey in North America is no longer really Canadian but simply a resource for large American entertainment interests.

The Americanization of Canadian hockey is merely the logical outcome of the professionalization of the sport that occurred more than fifty years ago. Hockey is a sector of the entertainment industry and each professional team is essentially a branch of the same corporation. The success of each team is not measured in the league standings but in its profit and loss column, although the two are interconnected (Kidd, 1969:6).

Hockey entrepreneurs discovered in the 1920's that the game was marketable in the United States. ... by the 1960's hockey's economy depended upon larger concentrations of population and the higher standards of living in the United States (Kidd, 1969:6).

The National Hockey League has hesitated to expand in Canada due to "market" limitation, and in effect destroyed a Canadian National Team



because it tended to detract from their product (O'Malley, 1970:12). This team was something for youngsters to aspire to rather than professionalism. There is reason to believe that it offered desirable models of behavior.

The commercialization and Americanization of hockey has resulted in Canada losing an important part of its culture. Canadian players (resources) are exported to the United States and a defaced product is sold back to Canadians via mass media television, radio, etc. As big time entertainment, the values of the sport have been changed drastically but Canadians continue to buy it, rationalizing by saying that they identify with the Canadian players. Bruce Kidd has expressed what he feels can happen to sports when profitability is the major aim.

If sport is organized on the basis of economics then the values of sports go out the window. As a result of this situation, sport is promoted as organized violence and not as culture or an esthetically, physically-pleasing pursuit. The National Hockey League is a multinational entertainment business which promotes organized violence and thrives on an anti-social value system of authoritarianism, elitism, and mayhem (Kidd, 1972a).

What are the new transmitted values that reach kids?

The National Hockey League has established a monopoly which revolves around profitability and as such has gained controls over resources, product, and markets. The National Hockey League owners, through an unbelievable professional-amateur agreement, in effect control the legislation of the Canadian Amateur Hockey Association, and have created a feeder system oriented towards their kind of product and resource.

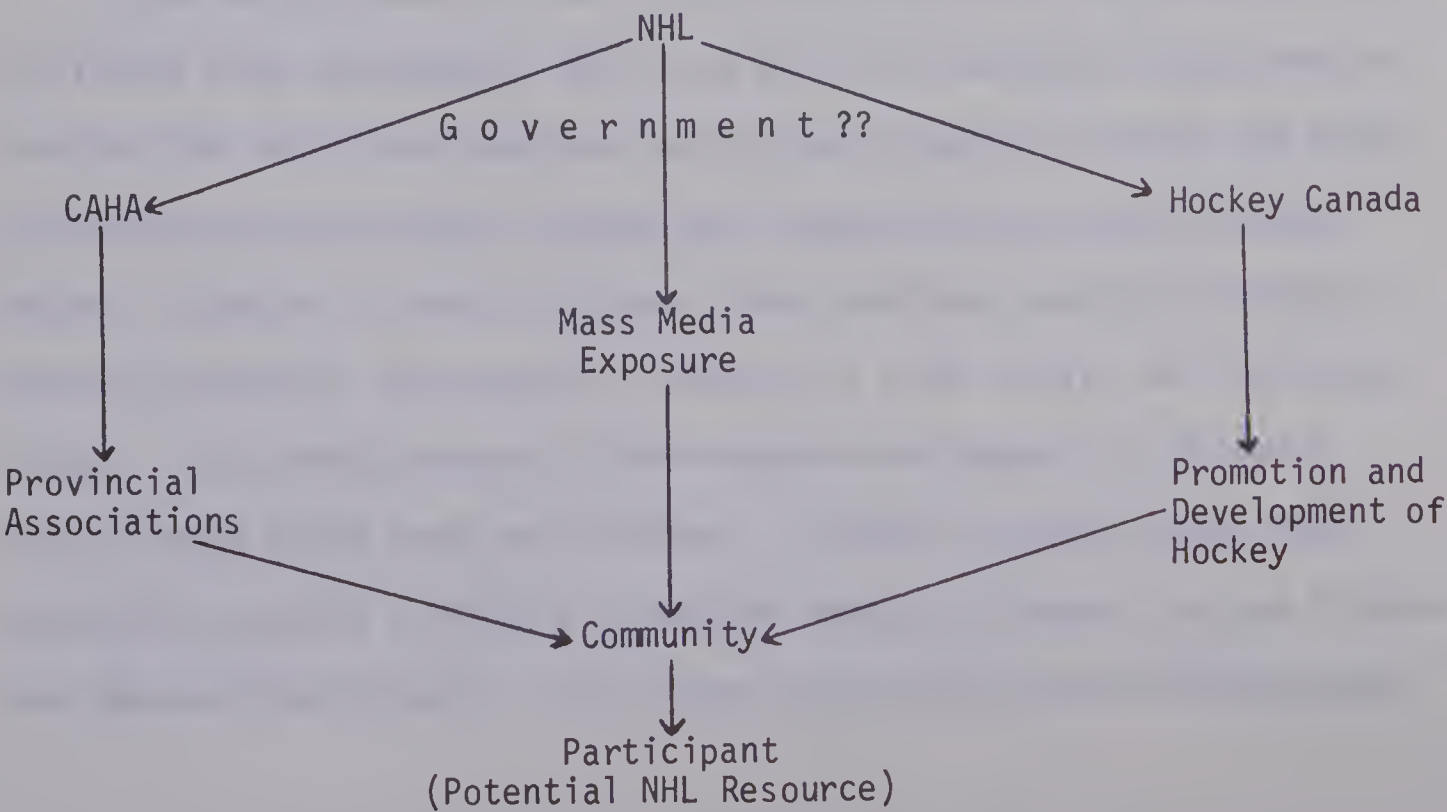
Through a series of legal agreements which the NHL has persuaded the CAHA to sign, the professionals dictate the rules



to be used by amateur hockey teams and the conditions of amateur status. They dictate how the CAHA administers its programs and spends its funds. And until two years ago, they virtually determined the hockey career of every boy over 14 years of age, through an elaborate system of sponsorship of amateur teams. Although "sponsorship" has now been replaced by a universal draft of players 20 years of age, the other forms of NHL control remain essentially the same (Kidd, 1969:7).

It would seem rather ridiculous that the body which controls the amateur portion of the most popular sport in Canada is politically and economically dependent on the profiteers and business men (mostly Americans) who own and run the National Hockey League. At any rate, youngsters end up playing professional spectator style hockey rather than an amateur participant style game which would be based on "most fun for most people".

The following diagram displays the lines of extensive influence and power which the NHL has developed through their relationships with other bodies.









It becomes obvious why hockey has been so NHL oriented when one considers that all the organized leagues (professional and amateur) have formed an efficient feeder system. The fact that the NHL monopoly on hockey is currently being threatened by a new major league (The World Hockey Association) may eventually bring about some changes in this situation.

However, the NHL has established such control over the CAHA and Hockey Canada that the government of Canada presently has very little influence in determining the style of hockey promoted at minor and amateur levels. The fact that the professional NHL has established the criteria as to who plays for Canada's team in international competition shows the control and influence that this group of business men (mostly American) have attained over hockey.

### Problem Recognition

Have the problems in kids' sport associated with the professional influence been recognized? Some have but it is certainly questionable whether the public at large has really recognized the sources and their significance despite many studies and investigations of the Canadian hockey situation. Hockey, it seems, has undergone countless critical investigations at the national, provincial, city, rural, and individual levels. The effectiveness of these studies and reports in bringing about change would seem very limited. In 1967 a special Hockey Study Committee prepared a "Report on Amateur Hockey in Canada" for the Fitness and Amateur Sport Council. They made thirty-four major recommendations



which were accepted in principle and passed along to the Minister of National Health and Welfare. Unfortunately, very little attention and publicity were given to these recommendations and only seven were eventually adopted by the CAHA. In the report the committee concluded:

If any organization is to operate independently, it must enjoy control over its own procedures. For a sports governing body, this means it must be able to determine the eligibility of its own members, the playing rules of its competitions, and it must be free to determine how to spend its own funds. The Canadian Amateur Hockey Association enjoys fully none of these essential rights. Under the 1958 Agreement (the agreement then in effect), it has abdicated certain of these responsibilities to the National Hockey League. In order to be able to function independently, we firmly believe amateur hockey must be free of control by the NHL.

In 1968, after a new NHL-CAHA agreement had been signed, the same committee made the following statement showing the extent to which they had been heeded:

The CAHA failed to achieve the autonomy which the committee felt to be essential for the good of amateur hockey when it agreed to the 1967 NHL-CAHA agreement ... The Committee is concerned because the amateur and the autonomous status of the CAHA is even more in question than it was under the 1958 agreement.

In 1969 the "Report of the Task Force on Sport for Canadians" took an in depth look at hockey for the Department of National Health and Welfare. Here is an interesting excerpt on the discussion of social and practical problems in hockey:

It is not surprising that a sport so much played by boys across the country should be eliciting so much critical comment. What has surprised us is the unwillingness or hesitation of officials in both amateur and professional hockey to take either the emerging criticism or the present problems with a candid openness and seriousness. Too often the attitude seems to be that "this is our bailiwick and the





critics don't know what they are talking about". Let us elaborate with one example of the criticism before us.

In February 1969, the United Church Observer, a bi-monthly magazine with a circulation of over 300,000 carried a highly critical story about the dangers in the mass participation of young boys in organized hockey. It suggested that the game was over-organized, that there was too much emphasis on equipment and uniforms and winning, that the game was too rough and had too many injuries and that much of this arose from an aping of the professionals and their violence. There was the suggestion that hockey was a bad moral influence because the stress on winning was heightened by over-zealous coaches and parents. There was the belief that hockey was antagonistic to or incompatible with the educational process because of such emphasis and because of the long schedules, long-distance junkets to tournaments, and bizarre playing and practice hours required by pressure on insufficient facilities.

Should such criticisms be taken seriously? We think so, although obviously they are sweeping and generalized. We believe they are left unanswered because the attention of hockey officials, especially in the CAHA, is centered mostly on "spectator" hockey at the junior level and above.

Among the recommendations for change that the Task Force made were the following:

Therefore, we recommend an end to payments from the National Hockey League to the Canadian Amateur Hockey Association specifically to meet administrative expenditures and a continuation and increase in the sums paid to the CAHA for player talent.

Therefore the Task Force recommends that the Federal government assist with the administrative costs of the CAHA and any grants made be contingent on a satisfactory restructuring of the CAHA.

In 1971, a committee was appointed to draw up a report on the implications of previous national investigations for the governance of amateur hockey. One of the essential changes stated by this group was "the complete independence from professional influence of all amateur



hockey in Canada". This group went on to state:

One of the real hockey tragedies in Canada is the fact that these 225,000 boys must play in an Association (the CAHA) which is operated by a few executives who exercise complete powers and whose attentions are directed primarily at junior hockey (due to NHL influence).

This report advocated a whole new structure for amateur hockey in which amateur bodies achieved some autonomy from professionals and became responsible to the government. The provincial Alberta Amateur Hockey Association in turn commented on this report and came up with the following recommendations:

1. Changes in the constitution and bylaws.
2. Provision for accountability to government.
3. A public education program.
4. A restructuring and re-definition of Hockey Canada.
5. Enabling legislation.
6. A better basis for funding, free from the influence of professional hockey.

Because these recommendations received little attention at the CAHA meetings in June 1972, George Harvie, President of the Alberta Amateur Hockey Association, took an unprecedented stand for change or improvement and withdrew the AAHA from the national CAHA. This would appear to be the first truly strong stand against professional influence in amateur hockey. The Alberta body feels it can provide a much better experience for its membership by developing a program based on its own sound amateur goals. Perhaps this province will lead the way in an attack on a major problem in Canadian amateur hockey.

Earlier in 1967 the Alberta Department of Youth appointed a Hockey Study Committee whose report included the following statement:





There are few communities with an organization, or organizations that are meeting all the hockey needs; in many ways most organizations may be discouraging certain aspects of healthy development in pursuit of a winner.

This group made recommendations for improving the situation via implementation of controls, organizational and administrative aid, leadership development, etc. Some of these recommendations will undoubtedly be useful to the AAHA as they move to make the game a more desirable experience for kids.

Perhaps some of the finest recommendations ever produced for minor hockey came out of the City of Edmonton Parks and Recreation Department Investigation of the Edmonton Minor Hockey Association. Examples include:

- That the style of National Hockey League play be recognized as a negative influence on the Edmonton minor hockey program.
- That opposition be expressed to the present Canadian Amateur Hockey Association-National Hockey League agreement, that by the payment of funds to the Canadian Amateur Hockey Association and its members encourages the development of highly skilled players to the exclusion of the average player.
- That opposition be expressed to the use by the teams of the Western Canada Junior Hockey League of fighting and violence as a drawing card for the games of the Western Canada Junior Hockey League.
- That the E.M.H.A. with the assistance of the Alberta Referee's Association, continue its efforts to overcome the violence in the minor hockey program.
- That each Community League and Athletic Club recruit coaches whose first interest is the well-being of the boy, and whose secondary interest is the game of hockey.
- That the E.M.H.A. require every coach to have taken and passed a coaching clinic (this clinic should be designed to emphasize the philosophy of hockey coaching), and that each coach be required to upgrade his training periodically.



- That the Federation incorporate a rule which requires coaches to give each player on his team equal ice time throughout the game.
- That the E.M.H.A. institute a public information program to educate the adult community as to the true purpose of the minor hockey program, and to what constitutes proper behavior while attending a minor hockey game.
- That the E.M.H.A. charge each member a participation fee as a method of raising its necessary operating funds, and that this fee should be based on a ratio equal to the amount of indoor ice used by that participant.
- That the E.M.H.A. expand the responsibility of the Discipline Committee to include a hearing and ruling upon all public grievances against the E.M.H.A. and that the E.M.H.A. re-name this committee "Appeals Committee".
- That the E.M.H.A. does not endorse any leagues for players below the age of Pee Wee (10 years).

People such as Brian Conacher (1970) and Bruce Kidd have conducted individual investigations and written books and articles which are closely related to the problem being studied. Their recommendations, along with those of newspaper men and writers like Vince Leah, Jack Batten, and Nick Auf der Maur who have recognized problems in hockey, can not help but be valuable.

Although there have been few changes despite countless investigations and there are many Canadians who feel that all is well in minor league sport, the number of concerned citizens is increasing. The Honorable John Munro, Minister of National Health and Welfare, has proposed a sports policy for Canadians (1970) based on objectives of mass participation and social development. Perhaps the opposing forces described earlier can be overcome as more people realize that often the hockey environment being provided for youngsters is not particularly





desirable. The problem is at least beginning to be recognized.

Suddenly North Americans (who have always had abundant resources) are being forced into considering what the world environment is going to be like for their offspring. Perhaps the "ecological awakening" will bring with it new empathy and concern for a desirable environment. As people learn that environmental controls are both necessary and desirable, the changes in behavior will result in new improved attitudes and values. Humanism, co-operation, and empathy should come to the front.

One might think about those things for a moment! They could do a great deal to solve the problems in minor hockey. How are they arrived at? To begin with, environmental changes and controls are used to produce more desirable behavior. Herein lies the author's proposal for minor hockey which will be expanded in Chapters IV and VI.





## CHAPTER IV

### PROPOSALS FOR CHANGE (NATIONAL AND PROVINCIAL)

#### Outline of Three Point Action Plan

Our policy is about people ... the greatest number of Canadians possible ... increasing their participation in sports and recreational activities, and improving the benefits they can enjoy from such participation (John Munro, 1970:1).

The recent proposals of Canada's Minister of National Health and Welfare, The Honorable John Munro, for a strong movement towards participatory sport are an excellent beginning towards a world of far better sporting experiences for children. A new manifesto for sport, mass participation and "most fun for the most people"! There is a need of status for fun as well as achievement. However, the nature and behavior of people in North American sport will not change just because government leaders make these statements which, incidentally, appear highly desirable and promise attractive results. What are needed are programs and plans that suggest methods of changing people for their own good. The Minister of the Environment is searching for and implementing these kinds of programs and society hopes they will insure its survival. The key to any success these programs will have lies in the fact that the results will be highly rewarding to people.

The author's proposal for combating the problems in kids' sports involves a complex and total three point action plan or program. The reason most proposals for improvement of minor sport programs have not experienced much success in the past is that the complexity, nature,



and details of the total situation have not been carefully analyzed and considered. It is felt that the suggestions following are based on such an analysis and that they constitute a workable program which could be highly effective and successful. In the author's opinion this is what must be done:

1. There must be an increase in the status of amateur recreational participant sport -- in comparison to professional spectator sport.
2. The administrative and governing bodies of amateur sport must be encouraged to take firm stands on values, attitudes, and particularly behavior (and shown how to arrive at specific procedures for specific outcomes).
3. A community model must be developed and programs of practical environmental change and behavior modification must be constituted and put into effect to insure the promotion and development of desirable values, attitudes, and behavior.

This chapter will deal primarily with the first two recommendations which have definite national and provincial implications.

### Increasing the Status of Participant Sport

Increasing the status of amateur recreational participant style sport in comparison to professional spectator sport involves marketing. Marketing is something professional sport promoters have been utilizing since the very beginnings of professional sport. They have realized that they have something which is attractive to people and have succeeded





in convincing people that it is something they need. It involves simple but good salesmanship.

The government must realize that its recent proposals for "participatory sport" involve something which is attractive to a great many people and could meet many of the present and future needs of the masses. Recreation and participant sport (sport for fun) constitutes highly marketable activities and the appropriate associated behavior can be highly rewarding and reinforcing to individuals involved. Still to be significant in the lives of most North Americans it must be "sold" or marketed to them and incorporated into their life style.

The initial task of government is to teach power figures and opinion leaders and sell them on the desirability of their product, recreative sport. With reasonable marketing and action it can be done because participant sport can meet most of people's needs that professional sport fulfills and many others besides.

For example, in today's world there seems to be great need for "escape" which has prompted this comment: "The contest in the arena fulfills the primary function of sport, which is escape. In the face of the stress and complexities of daily existence, people have to have escape" (Cosell, 1972:76).

The need of the professional sport spectator is met vicariously! The same need might be met in a much more real and effective way with a satisfying recreation experience as a participant.

Recreation can often be made profitable as well because the attractive side effects of happier, healthier, and more effective employees could be the key in convincing big enterprises and unions of the value





of participant sport and good recreation experiences. The power, control, and influence that big enterprises and unions in North America have over people via mass communication has already been established, and the importance of enlisting support here can not be underestimated. The controlling agents of society could be sold on the importance of recreation just like businesses were sold on the importance of sponsorship of sports teams for public relations in earlier years.

"Real" escapes that are close to and associated with a person's occupation or work could be highly instrumental in developing more creative and efficient employees. For example, with the technique and control industrial leaders have at their disposal, the mid day factory ping-pong or badminton tournament could be an important part in many people's lives as well as a crucial link in an efficient enterprise.

The health spas of North America provide some evidence that physical activities, health, and fitness can be marketed. Physical educators often sneer at the mention of them but the owners have taken something somewhat attractive to people, convinced them that they need it, and made the whole experience reinforcing and rewarding for the individual. Amateur sport leaders might take note.

When the behavior of adults can be adjusted through environmental changes so that they develop a sincere appreciation for "fun and recreation" in sport rather than just achievement, adults will be in a much better position to appreciate the needs of kids. The need for mass participation and "fun" learning experiences for children will be discussed in Chapters V and VI. The achievement oriented adult in many cases has lost his appreciation of fun activity by over valuing winning. However,



with marketing this appreciation can be developed or regained due to the naturally reinforcing satisfaction of physical "fun activity".

An interesting irony of the mass participation versus achievement paradox is that mass participation undoubtedly produces more highly skilled athletes because of greater exposure, avoidance of elimination, and more natural motivation. This without doubt could be a highly saleable point in today's "achievement" oriented society. The Russians, for example, who are now producing some of the world's most highly skilled hockey teams, do not generally advocate any achievement oriented competitive leagues for youngsters under thirteen years of age (Botterill, 1968: 19).

Whether a strong program of government marketing in amateur recreative sport to increase its status would require a corresponding program to reduce the status of professional spectator sport is debatable. A decrease in the relative status of professional spectator sport would possibly be a natural side effect of an effective program of marketing an alternative.

However, it would be very helpful to expose any of the fallacies of professional sport which are perpetuated due to their marketing influence. The following is a discussion of the "ivory tower" image of the world of professional sports.

Through the years, the legend that owners have fostered, that the various sports commissioners have endorsed and that even my own industry has seen fit to perpetuate is a fairy tale in three parts: first, that every athlete is shining example of noble young manhood; second, that every athletic competition is inherently pure; and third, that every owner is a selfless, dedicated public servant concerned only with the public entertainment and utterly unconcerned with profit. That's been the myth of American sport and a lot of people have been indoctrinated





by it, particularly those over 40 years of age (Cosell, 1972:76).

But things are beginning to change with some youth beginning to see it like it is! (Scott, 1971). However, as mentioned earlier, the falsity of images has not been without its destructive deceiving effect on aspiring people (particularly kids and adolescents). Many baseball people, for example, are annoyed with Jim Bouton for exposing stars for what they really are; but the fact that some professional athletes and stars are undesirable models in terms of behavior is information about reality which should not be hidden. Other public figures such as politicians are openly criticized and exposed for what they are. Likewise information about the professional sport environment which produces some undesirable models of behavior should be made more available to the public.

There have been many disillusioned aspiring young people who are dealt a depressing blow when the reality of the world of professional style sports and its membership suddenly becomes evident to them. One emphasizes with the youngster who leaves a promising career to pursue the glory of what he feels is professional athletics only to find it is really professional entertainment and, despite his sports skill, he is not really a good entertainer.

Perhaps we should encourage people like Jim Bouton, Dave Meggessey, Jack Scott, and anyone who communicates sports reality or is helping to "tell it like it really is". With the honest reality of situations before him, the child (or adult) would be much more likely to develop realistic aspirations and select desirable models and behavior. The process of downgrading undesirable interfering models seems partially





underway since many emerging counter culture values (and expressions of these values) tend to have this effect. One may have to be just as concerned about helping youngsters determine who to consider significant.

Professional sports promoters and enthusiasts (and sometimes physical educators) have long paraded under the assumption that the values of sportsmanship, fairness, generosity, courage, tolerance, honour, steadfastness, etc., etc. are all automatic by-products of the physical activity and sports experience. These values can be by-products of the right kind of sports experience, environment, and behavior but most of the world of professional sports seldom provides it.

There is no reason professional sport should continue to remain exempt from anti-trust and labour laws. The reason governing bodies give for advantages and support given to professional sport promoters and profiteers is that they are promoting economy, preserving a desirable part of culture, and meeting people's needs. If amateur recreational sport is a much more desirable part of culture to preserve and can meet more of the people's needs, there is little need for special consideration to be given professional sport promoters. The participation approach to sport is a more desirable alternative which is just as marketable.

Strong reinforcement and publicity for desirable amateur models helps by being a positive influence on the status of amateur sport and provides incentive and vicarious reward for participation in similar activity. One begins to realize the important role government and marketing can play in a plan to increase the status and significance of amateur and recreational sport. It is crucial in terms of modelling and



reinforcement that "sport for fun and participation" and its participants acquire much more status, possibly at the expense of the professionals. Status for fun and participation rather than just achievement is the answer. The true amateur athlete and idealist is an excellent sports model but presently has little chance of reaching the child of today!

As work weeks become shorter and jobs more automated and dehumanized, recreation and participant sports activities will become important key parts of many people's lives. As part of the new image, recreation will need to become more than "reward for worthy work or thrift" (Kraus, 1970:197). Recreation must provide satisfying enjoyable experiences for both those with rewarding jobs and vocations and those without if it is to succeed as a value determinant in North American society.

The challenge is there! There is already a "technology of profitability" effectively in operation in the environment of North Americans promoting values in considerable opposition to those of the amateur idealist or social intellectual. It may become important to restrict or exercise some control over this influence, and through efficient marketing develop and promote a "technology of humanism" or recreative alternative to the present where winning is secondary to people. The new approach should produce reinforcing behavior and improved attitudes and values. The status of models and reinforcing power of an activity are crucial and it is important that someone take steps to insure that these behavior determining variables in the environment produce desirable results. It is a step government could take to control factors in the social environment of people for the benefit of all.





## Sports Bodies Stand on Values, Attitudes, and Behavior

Every sports governing body which is labelled "amateur" must be encouraged to take a stand on developing or maintaining appropriate behavior. Those that do not should have to consider the alternatives of professional status or government intervention. If the Canadian government is really serious about its recently stated sports policies, it must begin to take action to see that they are implemented. Despite the continued recommendation from all sports studies that the amateur CAHA break away from its political and economic dependence on the NHL and strive to reduce the professional influence for the good of all amateurs, this has not been done. The government has been aware of this situation through its own studies since 1967 but still has not strongly acted or intervened in the interests of the people. This kind of evidence makes many of the recent government sports policies little but hollow propaganda. Governing bodies are going to have to begin acting in the interests of people.

The strong stand of the Alberta Amateur Hockey Association for independence from professional influence (1972) is a perfect example of what amateur sports governing bodies must be prepared to do in the interests of kids and people. This provincial organization has chosen to withdraw from the national CAHA because of its refusal to take effective action to reduce the professional influence and help solve problems in minor hockey. The AAHA has recognized that the professional style game and accompanying behavior is highly undesirable for Canadian youth and is beginning to take steps to improve the situation.





Example: A \$1.50 registration fee could free amateur hockey from economic dependence on professional hockey and reduce professional influence.

Amateur sports governing bodies are created to oversee and administer sports programs in the best interests of the people. As part of a service to the public, the individuals chosen to run these bodies must realize the importance of their taking a firm stand on the kind of behavior they endorse. The programs they execute must have as a prime objective the "welfare of all participants". National policy now states that mass participation and "most fun and opportunity for most people" should be the major aims of all amateur sports governing bodies. Out of these major aims should come environmental changes, adjusted rules, and expectations in terms of sports behavior in all areas of participation (i.e. as player, as coach, as leader, as parent, as official, as administrator, or as spectator). Providing a working model in a real community might be the first step in convincing people of the effectiveness of these procedures.

As governing bodies, it is time many groups came to life in terms of their responsibility to people. Governing organizations should have as part of their functions and responsibilities, the jobs of insuring a desirable environment for clients (participants), presenting behavioral expectations for the good of all, and enforcing rules in the interests of people. The creation of a program giving status to desirable amateur models should receive strong consideration. The Canadian National Hockey Team program from 1964-70 seemed to meet such needs (Botterill, 1968).



The topic of developing specific procedures for specific outcomes will be discussed more extensively in Chapter VI on community proposals for change.



## CHAPTER V

### THE CANADIAN HOCKEY SCENE (COMMUNITY)

#### The Conspiracy Against Childhood

Only too often the minor coach rationalizes his temper outburst at an official as protecting the rights of his kids or suggests that pressurizing youngsters professional style is only preparing them for real life. "It is all for their own good that I do it" (the eternal parent).

It is important to think of what kids might feel and think of all this. It can easily be tied in to what Eda J. LeShan (child psychologist) refers to as a Conspiracy Against Childhood. Dr. James Hymes, Professor of Education and Chairman of the Childhood Education Department at the University of Maryland comments:

... for after a second more careful look, I think I would have to say that almost no one seems to be thinking about children ... We are thinking about what these children will some day become ... We really like children best only when they stop being children and become like us -- adults. We don't like the noise youngsters make ... We can't put up with their energy and we can't stand their messiness ... what they want to know is often not at all what we want to teach them ... Adults can't be bothered with what is childhood's best way of learning -- through first-hand experience and through their own personal exploration. We seem more and more determined to get children who will sit, who will be quiet, who will produce ... conform ... give up childhood and become little adults.

It appears in all our efforts to provide "advantages" we have actually produced the busiest, most competitive, highly pressured and over-organized generation of youngsters in our history -- and possibly the unhappiest. We seem hell-bent on the elimination of much of childhood (LeShan, 1968:5-6).

It seems Jacques Plante, the famous NHL goaltender, was saying





similar things when speaking at the Kinsmen Sportsman's Dinner in Edmonton in May 1972. He talked of too much scheduling and organization in many aspects of kids' life, remarking how little free time even a five year old child has today. He talked of the pressure and tension in organized minor league games -- of kids being afraid of making mistakes. He spoke of a coach of a team of twelve year old boys criticizing performance and declaring: "You guys play like a bunch of kids!" Jacques in effect is pointing out the need for kids to explore, to discover, and experience success in order to learn and be motivated to learn. We begin to realize that childhood is an important transition phase of life that everyone must go through. In order to arrive at a mature creative humane adult, opportunity, fairness, models worth identifying with, and reasonable attainable intermediate goals must be provided for the child. Plante realizes the need to empathize with youngsters and their needs.

The Play Schools Association published a booklet in 1963 which read in part:

Being a child isn't what it used to be. Huck Finn is a delinquent, Tom Sawyer isn't working up to his capacity, and Heidi is in foster care. Jim Hawkins is too young to be a cabin boy, and whoever would let Alice just sit there, doing nothing at all but dream through a summer afternoon? ... Today's child often walks a tightrope between neglect and pressure. He gets too much stimulation or none at all. He may have forgotten how to play ... parents worry whether children will excel before they have left kindergarten (LeShan, 1968:6).

Vince Leah in an article stating the case for abolishing hockey leagues for youngsters (McLeans, April 18, 1964) comments:

I don't know exactly why but every time grown men get seriously interested in kid's sport and try to promote it and improve it, they end up teaching the youngsters adult sins



and adult anxieties of the kind that make ulcers (Leah 1964).

As he cites the incidence of violence in kids hockey, he realizes it is a result of "the games boys play" becoming more important than the boys themselves. This would seem to be a professional influence. The motivations of people involved in minor league sports are crucial and the minor hockey problems and basic issues outlined in Chapter I are magnified by selfish adult motives. Often behind a lot of rationalizing there are many adults satisfying their own egos. Too many parents hope for some illusive fulfillment through their children. Whether unintentional or not, these selfish motives often lead to physical or emotional damage to kids. "When adults forget that kids' sport is for kids, they tend to create both unsuitable situations and unreasonable expectations for those kids" (Murray Smith, 1971:8).

Smith talks of the things kids in organized sports often face because of adult decisions. He talks of the five or six year old boy who finds out he is not good enough to make the team, of the ten year old pitching in a city championship game when he finds himself with the bases loaded and nobody out in the ninth inning (what if he fails?), and of the twelve year old goalie who is replaced by a pick-up from another team when the playoffs start! These are things a professional athlete might be expected to face for he probably realizes he is a type of chattel and responsible for the consequences of his own acts and commitments, but one wonders if they are desirable childhood experiences. Kids shouldn't have to win-at-all-costs, and they shouldn't be treated like professionals for "what they are winning" is questionable. What they are losing





might be critical!

Both sport and play can make important contributions to both physical growth and mental and emotional maturity. The processes of maturation (self discovery and self improvement) rather than the process of winning can utilize adult attention. Perhaps the best kind of competition for the child might be indirect competition, for children and adults alike need to learn that the real competition in life is with oneself. A program of self improvement is nearly always self motivating and highly satisfying or rewarding.

The arbitrary relegation of "fun" to unimportant play activity is utter nonsense. Learning can be a lot of fun; play can be serious business. In any event the degree of seriousness of an act bears no relation whatever to whether or not it is a learning experience. One is reminded of the seven year old in Sunday School class who was asked to write his own Ten Commandments and headed the list with "Thou shalt have fun!" He was right; the fun, the playfulness of childhood is a legacy that reaps rich rewards forever.

Similarly adults ascribe to the fallacy that games have to be organized to be competitive. Probably the most intensely competitive games ever played occurred spontaneously on sand lots and ponds; but the competitive spirit did not prevent the breaking up of a crucial play to investigate the welfare of one of the participants. When kids are left alone they seem to compete naturally, often with themselves to improve skills. Also when kids are left alone they tend to co-operate naturally. They compete vigorously but frequently adjust rules or reorganize teams to equalize competition and keep the chances of winning as close to





fifty-fifty as possible. This makes a great deal of sense in terms of optimal facilitation and earlier play theory, but when adults involved in kids' play value winning too highly, co-operation to provide maximum challenge and opportunity for success is often forgotten. These facts are part of the basis Dr. Gregg McKelvey of McMaster University utilizes for his argument that pre-adolescent children require little coaching (McKelvey, 1971).

When children are rushed into clever performance of skills, when their daily lives are organized so that there is little time for inner contemplation, the possibility of genuine thought and individual growth is decreased.

Maurice Sendak who writes the most wonderful and imaginative stories for children was asked by Nat Hentoff (in a profile of him in the New Yorker) what it was that seemed to make it possible for him to communicate so sensitively with the needs and feelings of childhood. He said: "Reaching the kids is important, but secondary. First, always I have to reach and keep hold of the child in me" (LeShan, 1968:347).

Perhaps this is something adults involved in kids' sport should think about. Their lack of empathy is contributing to the major problems in minor league hockey today.

### Areas of Concern

The violence which has crept into the hockey Canadian youngsters play is part of a far from simple problem. One only needs to ask a humanistic community teacher or coach who has attempted to deal with this concern.

It is important to think for a moment about what a young boy is,



and what is important to a child as he grows. A child is easily influenced human potential which becomes the product of his environment. The things which are most important to a child in his environment (his aspirations etc.) are naturally the most influential factors in determining his attitudes, values, and behavior. In one's own childhood, a person might think of the people he looked up to and imitated or identified with or the things he did because he was rewarded or recognized for doing them.

Psychologists commonly refer to these influences as those of modelling and reinforcement. They are without doubt the two most important reasons kids behave the way they do. With these things in mind, the difficulty the young coach or teacher (usually with low status) has in promoting sportsmanship and amateur values while working with youngsters in today's world of mass communication and exposure becomes more evident. The child is possibly observing sports heroes regularly on television being strongly reinforced for aggression, dehumanization, unsportsmanlike conduct, etc. and soon learns that he can find support and reinforcement for this undesirable behavior among the many over-competitive "win-at-all-costs" members of his society.

One has to consider the hero status accorded professional sports stars and the strong reinforcement society places on sports achievement (particularly hockey in Canada). The impact of these factors on youngsters in this age of technology and mass exposure can not be denied and society is now experiencing the results. Youngsters soon pick up the "win despite the cost" attitude and then society has officials being assaulted by youngsters, riots and brawls at minor hockey games,



deliberate attempts to injure others, dehumanization, and overt aggression. Anyone realizing the significance of such childhood experiences knows the seriousness of the problem. Violence is something which seems to have little consumatory value or releasing effect. Observing or participating in violence only tends to increase the frequency of indulgence in similar behavior. Any cathartic value is questionable and indeed "violence seems to breed violence". Therefore, the implications of the undesirable violent and unsocial behavior in minor hockey are quite extensive and of a serious nature.

The fact that restricted and inappropriate community participation is resulting from the unsuitable situations adults create is reasonably obvious.

One might think for a moment on this scene observed by the author in Victoria, British Columbia (1971). Here in a part of Canada where ice is in unbelievably short supply and, as a result, players have very little skill, a regular professional CAHA style game was being played on a large ice surface by teams of eight year old boys who could hardly skate. It was unbelievable to watch a group of ten boys stumble after a black disc on about one-twentieth of the ice surface while hundreds of other youngsters would love to get on any patch of ice to develop their skills. That this is developing hockey players or happy healthy youngsters is very questionable. The need for important distinctions between "sport for play" and "sport for pay" becomes more evident. Youngsters would seem to benefit much more from a scaled down game in which the opportunities for success are multiplied. The unsuitable situations presently existing would seem to be contributing considerably to the







drop out rate in minor hockey.

Therefore, not only is the professional approach resulting in undesirable attitudes and detrimental personality influences, but also the aim of developing winners is being threatened by elimination. The irony of it all seems to lie in the fact that the participant oriented game based on "most fun for most people" would probably produce more good hockey players. Reference was made earlier to the Russian approach of mass participation to produce winners. The highly competitive system would seem too restrictive on youngsters and eliminates a great deal of potential. Apparently one of the all time greats of hockey, Eddie Shore, had never skated until nearly eighteen years of age.

The unrealistic and unreasonable expectations being placed on youngsters would also appear to contribute strongly to the incidence of dropping out of minor hockey. The pressure of highly competitive sport often becomes more than a youngster cares to endure. High pressure and intensive involvement appears to combine with unsuitable situations (including elimination) and the fact that the game is not meeting children's needs to explain a lot of hockey drop outs who are most evident at the onset of adolescence.

There has been considerable emphasis in minor hockey on expensive uniforms and the need for travel, neither of which is at all essential for skill development. Money which might be spent on producing facilities and an environment in which all can play more often is being spent on luxuries for the currently skilled elite. Although professional sport can not be completely blamed for the problems in minor hockey, it is interesting to note the relationship of many of these problems to similar



professional sport situations. The values and demands of professional style sport are inappropriate for youngsters play. A comparison of the expressions on kids' faces when playing street hockey or shinny to those of kids playing a highly professional style (CAHA) game complete with intense coaches tends to reveal that fact. The major problem producing phenomena in community minor hockey all appear to bear some relationship to victory despite cost orientations. Commercialization and professionalization of sports has resulted in "the games people play" becoming more important than the people themselves. When this situation begins to influence minor sport it brings with it countless problems for youngsters.

Professional style aversive and authoritarian control of athletes would seem to have even more questionable effects on young people than adults. Violence and dehumanization can have other sources but is often related to an over-emphasis on winning or entertaining. The denial of opportunity to participate often appears to be brought about as a result of over-emphasis on the elite. Inappropriate teaching and coaching methods are often a result of patterning after adult style coaches whose main concern is winning. The interest and motivation of a boy who wants to play (and most do) can be easily destroyed by poor planning and something like an over-abundance of drills.

The undesirable values expressed and emphasized by a minor sport leader may have individual origins but are often related to the win despite cost ethic. So in summary the source of many minor hockey problems are beginning to be exposed. When the game becomes more important than the kids that play, what happens to these youngsters becomes



secondary. An analysis of what a professional style approach can do to the self concepts and personalities of kids (who come in contact with it before they are ready) reveals the need to keep the total welfare of all participants as a number one priority. The following chapter will deal with environmental and program changes at the community level which should help overcome the problems and maintain or re-establish this priority.





## CHAPTER VI

### PROPOSALS FOR CHANGE (COMMUNITY)

#### Developing a Model

As early as Chapter I it was beginning to become evident that many of the problems in minor hockey today are not present in the unsupervised games of scrub, shinny, or street hockey that occur spontaneously in almost every community in Canada. It seems that in most things adults try to develop or improve for youngsters they tend to begin from an adult perspective and move down. To improve the minor hockey situation in Canada and provide a desirable community model it would appear that the opposite is in order. That is, it is important to begin from a child's perspective and move up.

The games kids create and play appear far more functional and problem free than those which adults develop and perhaps it is time to learn from those who really know their needs -- the kids themselves. As a colleague of mine has stated, it becomes a question of "How to wrest the game from adults and give it back to the kids" (Art Burgess, 1972).

Testimonies of Canada's greatest hockey stars such as Gordie Howe, Jean Beliveau, and Jacques Plante reveal that these gentlemen developed their skills as kids in the kinds of games now referred to as scrub, shinny, and street hockey. These kinds of games provided rewarding positive childhood experiences and were also extremely functional in skill development. The key to learning is motivation and the fact that children have a natural desire or motivation to play is obvious. There-



fore, motivation in play activity should never be the problem it is made out to be by many minor coaches. It becomes a problem only when it has been destroyed by an unsuitable play environment.

In taking the perspective of a child in developing a suitable sports environment, probably the first thing a child would appreciate and benefit from would be an exposure to a relatively wide range of different kinds of desirable activities (examples: contact sport, non contact sport, music, art, drama, and hobbies). One would suspect the next crucial thing for the child would be the opportunity to attempt a number of these play activities. The other critical initial factor in a child's exposure to recreation activities is genuine objective encouragement.

The child usually initially observes models participating in an activity (or related activities) from which he develops expectations of participation via identification and vicarious experience. As he steps forth to participate in an activity, the initial reinforcement he receives plays an important role in furthering his expectations in terms of participation. The role teachers, coaches, and parents can play in initial exposure to various activities is highly important. Providing opportunities, encouragement, and an initial experience with a strong possibility of some success are most important functions.

The manner in which a child will approach a game or activity is almost completely dependent on his experience with similar situations. The child whose initial exposures have produced discomfort will have to over-come fear before approaching a similar activity. Because initial exposures are so important every community should take pride in the kind of beginners experiences it provides. Beginners don't need uniforms,



they don't need practices, and they don't need professional style coaches. What they do need is a relaxed encouraging environment in which to try things.

The Research and Development Committee of the Red Cross Water Safety Program have come to realize the importance of appropriate beginning experiences and suggested changes in beginning activity terms to avoid misleading connotations (February, 1972). A similar suggestion for hockey might make the environment for initial experiences more appropriate. Initial practices might be called ice experience sessions, the term hockey might be replaced with ice activities, and the beginners coach might be more appropriately called a counsellor-helper or something similar. The function of formal teaching or coaching at this stage is not anywhere near as important as creating an environment which allows the beginners to learn and discover. The supervisor of beginners immediately tends to bring connotations of organization and formality (which may be detrimental in initial experiences) to the situation when the terms coach and hockey practice are designated. Perhaps a session with parents prior to beginning would be highly useful in encouraging their participation and outlining the fact that the major objective of the program is to provide an experience for the child that will leave him eager to return. Initial emphasis will be on skating type activities with guidance.

The complexity of activities attempted over the season will naturally increase as the participants seek new challenges and learning experiences. The role of the counsellor-helper in these sessions is to encourage and suggest appropriate new challenges and experiences. The







youngsters will gain confidence in themselves and their leader as they play together and get helpful suggestions and encouragement from the counsellor-helper. The process of learning hockey skills (such as skating, puck handling, and shooting) will become one of discovery under guidance, and motivation will be self sustaining. By the end of their beginning year the participants will have enjoyed a wide variety of hockey type activities, and skill development or learning will be a rewarding side effect. Age groupings for beginners programs might include the following ranges: 5 to 7 years, 8 to 10 years, 11 to 13 years, and 14 years and over.

After his beginning season the participant needs two to five years of hockey type experiences in a relaxed natural environment where guidance on fundamentals is available and the complexities of the game are introduced gradually. It is usually some time before the young hockey player is able to develop sufficient personal skill, strength and endurance, understanding, and social awareness to experience much success or reinforcement in the complicated adult version of the game (Murray Smith, 1971). In these stages of development as a child and a player, each individual should have a choice as to the type of hockey activity he participates in. Many boys who have found the beginning season highly rewarding would choose a simple extension of that program in which a supervisor participates with the boys in a variety of spontaneous hockey type games and activities. For younger boys, cross-ice games for maximum use of facilities and more ice time would be suitable. Individuals should be encouraged to attempt and develop the skills of players who play different positions. This insures that the child will develop an



appreciation and understanding of all skills while finding out which he prefers or excels at. At this stage, as with beginners, scaled down versions of the game are crucial to the experiencing of success. For a while the whole end or side of the rink might be a goal.

After a season or so of these advanced ice experience sessions, the individual may choose a slightly more advanced program where some of the sessions involve house league games in the community. The other sessions would involve slightly more organized skill development sessions but the emphasis would still strongly be on play activity. When the child is over ten years old and begins to find his major challenge and satisfaction lies in the competitive games, he should have the opportunity to move on to Inter-Community hockey programs. The prime concern for the welfare of all participants must remain paramount as the child moves into a more competitive environment in order to find new skill challenges. The game is still play and still fun. The criteria for certifying leaders for such a program will be discussed in the next section on Programs of Effective Change. It might be noted that often older boys would make excellent counsellor-helpers, officials, or supervisors under adult leaders. The values emphasized in all levels of activity would be the general desirable societal values of sportsmanship, enjoyment, teamwork, motivation, etc. which can be defined in behavioral terms. Examples will be shown in the next section. The program objective of most fun for the most people while maintaining a concern for the welfare of all participants is always a priority.

A summary of this community model for minor hockey participation reveals four levels of hockey related experiences as outlined below. It



is a more progressive system with the child's perspective and needs in mind.

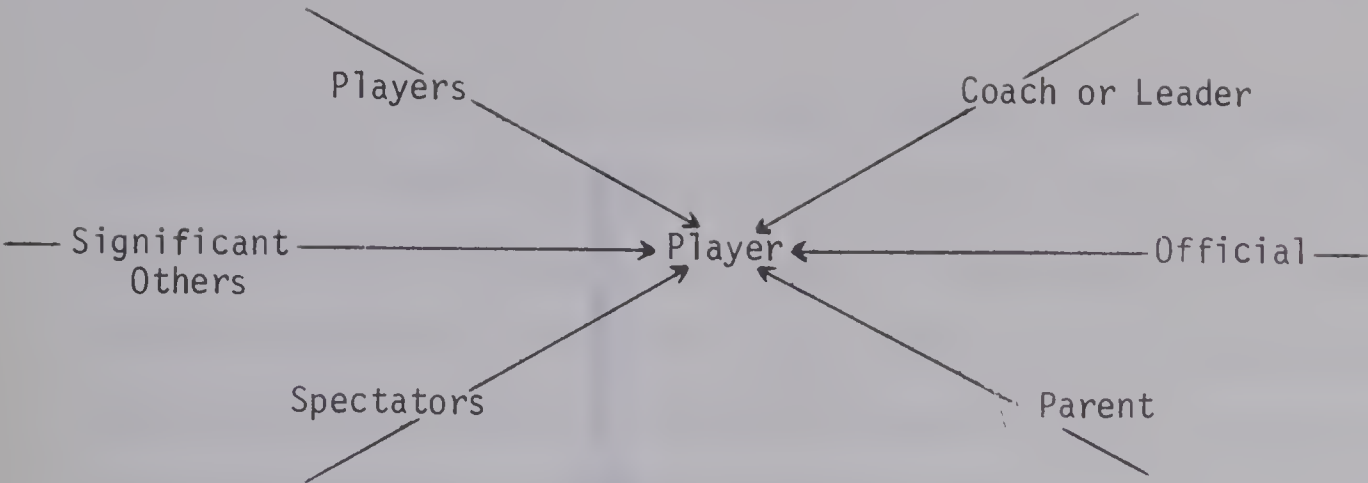
<u>Level</u>	<u>Leader Title</u>	<u>Ages</u>
I. Beginning Ice Sessions	Counsellor-Helper	5 to 7 8 to 10 11 to 13 14 and over
II. Advanced Ice Sessions	Supervisor	5 to 7 8 to 10 11 to 13 14 and over
III. Community Hockey	Leader	9 to 10 11 to 12 13 to 14 15 and over
IV. Inter-Community Hockey	Coach	11 to 12 13 to 14 15 to 16 17 and over

Programs of Effective Change

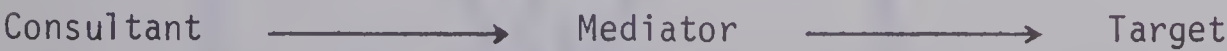
The process of movement towards a working model such as the one just described may be a gradual process. The initial objective might be to convince amateur hockey bodies and community leaders or supervisors of the desirability of such a frame work and hockey environment. An analysis of entry routes to changing the boys' hockey environment through people might then be made by amateur bodies and community supervisors.





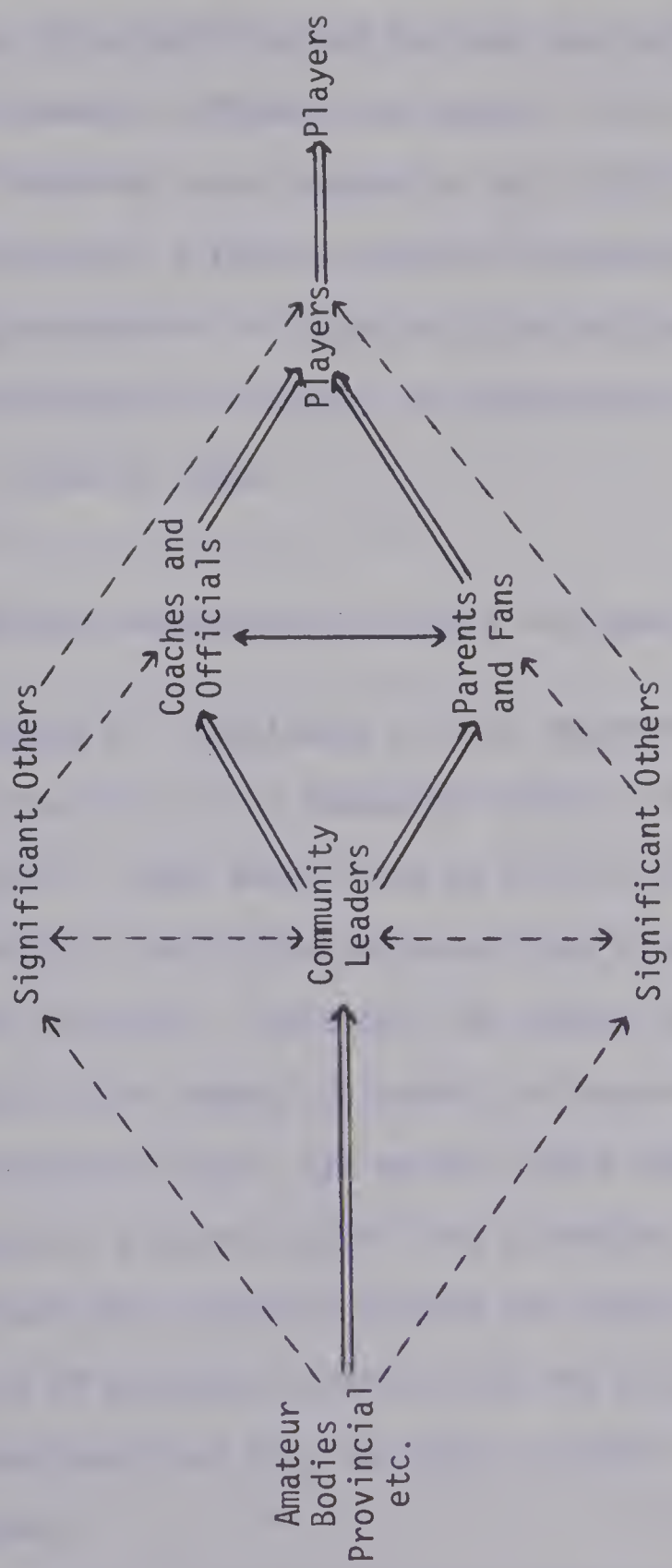


The routes through leaders, officials, and parents seem to have most initial potential in today's world, but all routes will be considered in perspective after an important model is recalled. To implement programs of effective community change it is important to recall the model utilized for behavior modification in the natural environment by Tharp and Wetzel.



The fact that the problem (environment and behavior in kids' hockey) inevitably has the major effect on the players themselves, does not necessarily mean that it will be most effective to deal directly with that target. It has already been established that those already evident in the target's environment can probably be the most influential in initiating behavioral change. After careful analysis of the environment in minor hockey, the author has come up with the following framework in which to direct environmental influence and behavior modification.





Key:

- ⇒ Core Link
- Peripheral Link
- Intermediate Link



In each of the links of this chain diagram, desirable behavioral goals must be established and defined, and action taken to reach them via environmental influence and control. This procedure involves the "laws of learning" which emphasize the significance of observing, doing, and reinforcing. Effective results in behavior change programs require (1) the presentation of behavioral expectations, (2) evaluation, and (3) reinforcement or control. An examination of the core links in the diagram is now in order.

Amateur Bodies  $\implies$  Community Leaders and Supervisors

Although all individuals play an important role in this complex network, the role of the community leaders and supervisors is probably most crucial. These people must be sold on the objectives of developing an amateur "participant-oriented" sport, and in effect become minor behavioral analysts. Therefore, the amateur sport bodies must work very closely with community leaders and supervisors. Like the government's responsibilities, the amateur sport bodies must initially be concerned with problem recognition, marketing, and communication. It is important that community leaders and supervisors become aware of the complexity of problems similar to the one outlined in this thesis, and become convinced that they can play a crucial role in a plan to overcome the problem.

Meetings and clinics sponsored by the sports bodies with community leaders and supervisors are probably the quickest and most efficient ways of accomplishing this goal. At these meetings the plan of attack





should be presented and developed along with behavioral expectations or goals. The community leaders, who are often already supervisors, will become aware of the importance of carefully monitoring behavior in the environment. To accomplish the careful monitoring, these leaders may choose to train additional supervisors because evaluation, reinforcement, and control are every bit as important as presenting behavioral expectations. The behavioral goals for coaches, officials, parents, and fans must be specific and will be described in an examination of the next two core links.

#### Community Supervisors $\Rightarrow$ Coaches and Officials

Rather than telling coaches and officials that the program objectives are sportsmanship, clean play, and "fun for all", specific behavioral requirements must be given. It has been shown that distinct behavioral requirements do not produce major withdrawal problems with volunteers. In the Maple Leaf Athletic Club in 1952-1953 it was found that for each person who was forced to withdraw because he would not conform for the good of all, there were several more humanly qualified individuals anxious to take part with some assistance in a program based on ethical desirable values (George Harvie, 1971).

Probably one of the most efficient ways of presenting behavioral expectations for coaches, and insuring that they are fulfilled, would be through a compulsory certification program. Under such a program the major criteria for becoming a minor sport coach would be desirable behavior. If such a certification program had levels, the first level



would involve almost totally behavioral expectations. Whether or not a person is a minor sport coach or leader should not initially depend on how much specific sport knowledge he has, but rather whether his behavior will have a desirable influence on youngsters. One of the best minor league coaches the author has ever observed is an Englishman named Colin Kiddell who initially had little or no exposure to the game but recognized children's needs.

Initial registration as a coach or leader might require attendance at a meeting (or hopefully clinic) at the start of a season where distinct behavioral expectations are presented along with the reasoning behind them rather than general values. The established term "coaches" will be utilized in these examples rather than the variations suggested in the community model.

#### Examples:

1. Emotional outbursts by coaches towards officials will not be tolerated because the coaches are responsible for the officials and are required to fill out constructive evaluation reports for the young officials after each game. Any further complaints on officiating must be taken directly and diplomatically to the community supervisor. All this is in the interests of improving officiating as well as coaching.
2. Coaches are expected to give equal playing time to all registered players as stated by Rule #10 Metro Toronto System. This is necessary to provide equal opportunity for all players on a team despite the level of hockey the individual is playing.
3. Coaches are expected to comply with recent rule changes. For



the benefit of the participants, young boys will play "cross-ice" games with rules modified to facilitate their abilities and speed up skill learning.

4. Coaches are expected to positively reinforce achievement only within the bounds of fair play as outlined by the rules committee. In this way an appreciation of having done one's best while maintaining a concern for others can be developed.
5. Coaches in early sessions should encourage boys to play all positions and try a wide variety of skills.
6. Coaches are expected to positively reinforce cooperative team play and respect for opponents. Therefore, youngsters will develop an appreciation of cooperation and group effort while maintaining a concern for others.
7. Coaches are expected to encourage play activities in practices with maximum use of the ice facilities.
8. Coaches are expected to report and discuss any violations of these expectations (and serious player violations) with their community supervisor. In this way the best possible coaching for kids can be developed.

Similar programs of behavioral expectations can be produced for officials so that their responsibilities are more clearly defined. This procedure would be particularly helpful to young beginning officials. Since officiating involves many discretionary calls and decisions, a young official needs practice in a low pressure environment which gives constructive feedback. The fact that minor coaches would be required to







fill out a short outlined report at the completion of each game, would be tremendously helpful for the official who would also be working under a community supervisor. The official should also be required to report and discuss serious rule violations of players, coaches, and other officials with his supervisor so that action to overcome the problem can be initiated by the supervisor.

An interesting officiating adjustment for twelve year olds and under (maybe older) hockey players which the author has found highly successful in reducing violence and rule bending would also be very helpful in developing good young officials. This involves using penalty shots rather than minor penalties for offences of rules that are distinctly set down by a rules committee. There is no public "attention-getting" announcement of the penalty. The player is instantly notified of his infraction, the shot taken, and play immediately resumes and the player does not miss playing time. Officials will record the incident. If the official gets cooperation from coaches in this situation (and he should), he can soon improve his system of warnings and discretion calls.

Major penalties in youngsters' hockey (anything that looks like an attempt to injure, rather than just fighting) should involve immediate expulsion, and game suspension if in the final five minutes of a game. At any rate, the official is no different than any other person; to be effective he needs practice, constructive feedback, and reinforcement.

Certification programs should involve incentives to develop appropriate behavior and to improve the individual as a coach or official. One has to remember that it is important to insure that the environment of the leader contains reinforcement for appropriate behavior as well. For



example, levels of coaching certification beyond level one might involve an understanding of teaching methods, training methods, injuries, advanced hockey skills, etc. All these levels of achievement should be rewarding to the individual but, initially, it must be found at level one whether or not the person is or can become a desirable leader for kids (i.e. behavioral criteria).

In addition to courses, clinics, and meetings, certification programs can aid in improving the calibre of their coaches and officials etc. by utilizing mass media techniques such as television and radio programs or newspaper and newsletter articles which might contain required information. An individual might be required to acquire a certain amount of this information in order to maintain his certification and its accompanying status and rewards.

These are ideas which might be developed in certification plans but initially it is important that any certification program approved by a sports body be directed at the goal of overcoming its major problems. In minor hockey, it appears to be a problem of over emphasis on winning and professional influence. The behavior of coaches, officials, players, etc. should be the prime concern.

Community Leaders  $\Longrightarrow$  Parents and Fans

Although this link can not be as easily controlled, community leaders could do a great deal to improve the behavior of parents and fans which, in turn, has such a major influence on kids. Meetings and newsletters to parents could have a significant influence in producing



desirable parental attitudes and behavior. Explanations of what is valuable to the youngster and what can have a negative influence on the boy in a sporting experience is information which most parents would be glad to have. Discussions of possible end results can do a great deal to produce more empathetic adults. Communicating program objectives is the first step in insuring appropriate family responses and climate.

Television, radio, newspaper, and mass media, which very often utilize public service information, could play significant parts in improving the behavior of parents and fans. The modelling and reinforcement would be important to them if correctly presented. Multiple choice contests on "what is desirable behavior" and "what kinds of behavior will be most valuable to the boy" along with publically announced answers, reasons, and results could be developed through mass media or game attendance.

Presenting behavioral expectations for parents and fans and providing reinforcement could be a valuable part of any community program to reduce violence and win despite cost orientations in kids' games. Education of adults can be a major influence and has hardly been attempted in the past.

Coaches and Officials  $\longleftrightarrow$  Parents and Fans

The relationship here should become one of much better understanding and communication if the methods of behavior modification and environmental change already presented are effective in the other links. New empathy and understanding of what is expected from all these people







should be the result of the improved behavior created. There is a natural link here but it is not necessarily the most crucial to the organizer of behavior modification. It might be more efficient to work with each of these groups rather than from one to the other. This is the reasoning behind their placement in the diagram. However, the coaches and officials could be a major help to community leaders in helping to communicate program objectives to parents and fans. All avenues of helpful communication should be considered.

Coaches and Officials  $\Longrightarrow$  Players  $\Longrightarrow$  Players

It is here that behavioral expectations are presented to the players. Coaches and officials after certification or registration should have information regarding the kind of behavior which is required and will have a positive influence on kids. Again what the coach presents to the child is not just that he practice sportsmanship, but that his behavior be within the limits presented.

Examples:

1. The player must play the game with his stick blade always below the height of his waist. Therefore, injuries can be prevented and high sticking or elbowing avoided considerably.
2. The player must never speak offensively to any official because the official is acting in the best interests of everyone and has the support of the coach.
3. The player must never deliberately attempt to injure anyone because this is a violation of other people's rights and will



not be tolerated.

As the youngster participates under the new criteria presented by significant models and the accompanying reinforcement is experienced, he soon begins to value new kinds of attitudes and behavior. It is then that "peer group" sanction, which is by far the most effective, begins to operate. In the right kind of environment with the right kind of contingencies, the new behavior becomes socially accepted and peer group sanction becomes highly effective. Players behave in the manner similar to those players they see being positively rewarded. Any behavior which is undesirable and negatively reinforced soon begins to draw social disapproval from peers.

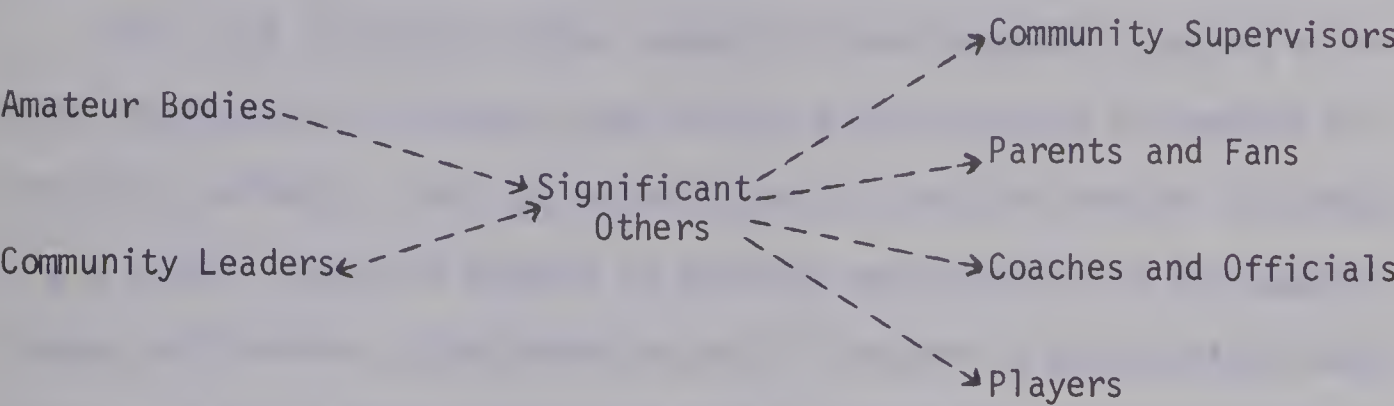
Parents and Fans  $\Longrightarrow$  Players  $\Longrightarrow$  Players

In the end of this chain, peer group sanction again becomes the most effective technique of maintaining desirable behavior once it is established. Parents and fans, who have hopefully come to know the types of behavior that have positive and negative influences on the child, are now reinforcing the behavioral expectations which coaches and officials have presented. When these people come to realize the significance of environment on the child's behavior, their reinforcement and modelling will be more closely related to the approved contingencies of the improved minor sport coaches and officials.

All this tends to create a consistent environment based on desirable societal goals in which the child's behavior is considerably modified. If along with his fellow participants he is consistently reinforced by



different people for desirable behavior, he soon faces peer disapproval at deviant or undesirable behavior. In addition, the new behavior itself (involving sportsmanship, socializing, and cooperation) should be self reinforcing and, hopefully, perpetuating.



These peripheral links on the diagram can play an important part in supporting and reinforcing the program being utilized in the core links. Here, amateur bodies and community leaders might begin to utilize significant others in the environment (sports heroes, popular leaders, etc.) to support their stand. For example, the influence of Jean Beliveau, Jacques Plante, or Gordie Howe giving the behavioral expectations for youngsters based on a "participant-oriented" game via mass media would be a tremendous boost to any program. The extensive modelling and vicarious reinforcement influence of people with such status is hard to measure.

Similarly, Toe Blake and Harry Sinden in film clips giving behavioral expectations for amateur coaches at a certification clinic would have a highly significant impact.

These kinds of people may have gained their status via the professional style game but would likely be only too glad to help in any





program which is in the best interests of kids. The influence of a national leader or popular star in the role of an ideal spectator, participant, or administrator in amateur "participant-oriented" sports can also be highly significant if these situations can be captured and presented.

This link involves another example of environmental control to reduce the negative influences and reinforce the positive influences on desirable behavior. Such creative ingenuity could be the key in producing a highly effective program of behavior modification in the natural hockey environment. Consideration of all factors is an important beginning. "It would seem inescapable that a strong and continual emphasis on winning as the important product of sport produces hate and a climate of suspicion and mistrust" (Murray Smith, 1971:12).



## CHAPTER VII

### SUMMARY AND RECOMMENDATIONS

#### Summary

The findings of this study on minor hockey environment and behavior tend to reveal and support the fact that minor hockey experiences as they presently exist can be either a positive or negative influence in a boy's life. Whether or not contact with minor hockey has a positive effect on the child is almost entirely dependent on the environment in which it occurs. The hockey environment and behavior was analyzed in considerable detail in Chapters III and V, with a win-despite-cost orientation appearing to be the major source of problem issues. The major concerns facing the minor hockey administration tended to be associated with the following situations.

1. Unrealistic and unreasonable expectations
2. Restricted and inappropriate participation
3. Undesirable violent and unsocial behavior

The relationship of these situations to the problem producing over emphasis on winning became evident in this study. When games become more important than the people who play them it becomes apparent that the resulting environment of hate, suspicion, mistrust, etc. will produce a multitude of problems. In minor hockey these problems tend to be of the type that produce highly negative experiences for youngsters. Undesirable environmental factors are resulting in many boys being deprived of meeting needs in wholesome sport and play activities that can



make important contributions to their physical growth and mental and emotional maturity.

Chapters IV and VI dealt with proposals for change which, as a result of a review of related literature, would seem to have positive potential in terms of improving the minor hockey environment and behavior. These proposals for change dealt primarily with three major themes:

1. Increasing the status of amateur recreational participant sport in comparison to professional spectator sport.
2. Encouraging administrative and governing bodies of amateur sport to take firm stands on values, attitudes, and particularly behavior (while showing them how to arrive at specific procedures for specific outcomes).
3. The development of a community model, and programs of environmental change and behavior modification helps to insure the promotion and maintenance of desirable values, attitudes, and behavior.

All themes encourage a mass participation approach to hockey in Canada in which "most fun for most people" becomes the major objective. It is crucial that winning become a secondary goal in minor hockey and the welfare of all participants become the primary concern. However, this will not likely happen without programs of effective environmental and behavioral change.

### Recommendations

1. That information such as is contained in this thesis (and the one





by Orlick, 1972) become available to government leaders and leaders of sports governing bodies so that related proposals for change might be put into effect and evaluated.

2. That the proposed working model of a desirable hockey environment be developed in a community under qualified leadership to create evidence of its desirability.
3. That the proposed community programs of change be implemented and evaluated in communities under qualified leadership to determine their effectiveness and practicality.
4. That this study be followed by a more advanced study to show evidence as to the desirability and efficiency of proposals.
5. That above all else the following trends be encouraged in minor league sport:
  - a decrease in winning emphasis, pressure, and over-competitiveness
  - an increase in emphasis on more fun and enjoyment for all
  - an increase in opportunity for initial feelings of success (scaling down of adult games and expectations)
  - an increase in the number of adults who realize what a tremendous impact they have on youngsters
6. That the applied approach to major graduate studies in universities become more prevalent so that public communities are able to observe progress towards solving significant practical problems.



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# Appendix A: The Role of the Teacher in the Classroom

Teacher's role in the classroom is to provide a safe and supportive environment for students to learn and grow. They are responsible for setting the tone of the classroom and ensuring that all students are engaged and motivated.

## Appendix A

The teacher's role in the classroom is to provide a safe and supportive environment for students to learn and grow. They are responsible for setting the tone of the classroom and ensuring that all students are engaged and motivated. This involves creating a positive and inclusive atmosphere where students feel comfortable asking questions and sharing their ideas. The teacher should also be a role model for students, demonstrating the values and behaviors they expect to see in the classroom.

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## APPENDIX A

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Appendix A

Appendix A  
The Role of the Teacher in the Classroom



Follow-up Letter Distributed to Leaders in Minor Hockey Administration

Department of Physical Education  
University of Alberta  
August, 1972

Dear Sir:

The enclosed duplicated information forms the appendix of a Masters thesis entitled "Minor Hockey Environment and Behavior: An Analysis with Proposals for Change" which I wrote at the University of Alberta in 1972. (A copy is on file at the office of the Chairman of the Department of Physical Education).

As it is my intention to implement and test some of the proposals (in communities particularly) and to gather data on the topic, I would appreciate any comment you may have on the contents. If you are particularly interested in the topic I am studying or would like additional information, do not hesitate to contact me by writing

Cal Botterill  
St. John's-Ravenscourt School  
South Drive  
Winnipeg, Manitoba  
R3T 3K5

For the next while I will be returning to teach at this private school which has developed an extensive minor hockey program. The program there may hopefully serve as a model for improvement of minor hockey behavior and environment in communities.

Sincerely,

Calvin B. Botterill  
University of Alberta



# Appendix B

## Table B.1: Summary of the data sets

Table B.1 provides a summary of the data sets used in the study. The data sets are categorized into two groups: 'Data Set 1' and 'Data Set 2'. Each group contains a list of data sets with their respective sizes and sources.

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Data Set	Size	Source
Data Set 1.1	1000	Source 1
Data Set 1.2	2000	Source 2
Data Set 1.3	3000	Source 3
Data Set 1.4	4000	Source 4
Data Set 1.5	5000	Source 5
Data Set 2.1	6000	Source 6
Data Set 2.2	7000	Source 7
Data Set 2.3	8000	Source 8
Data Set 2.4	9000	Source 9
Data Set 2.5	10000	Source 10

### APPENDIX B

The data sets are categorized into two groups: 'Data Set 1' and 'Data Set 2'. Each group contains a list of data sets with their respective sizes and sources. The data sets are categorized into two groups: 'Data Set 1' and 'Data Set 2'. Each group contains a list of data sets with their respective sizes and sources.

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Data Set	Size	Source
Data Set 1.1	1000	Source 1
Data Set 1.2	2000	Source 2
Data Set 1.3	3000	Source 3
Data Set 1.4	4000	Source 4
Data Set 1.5	5000	Source 5
Data Set 2.1	6000	Source 6
Data Set 2.2	7000	Source 7
Data Set 2.3	8000	Source 8
Data Set 2.4	9000	Source 9
Data Set 2.5	10000	Source 10





REVIEW OF PH.D. THESIS

Cal Botterill

"A Socio-Psychological Analysis of  
Early Sports Participation" by Terrance D. Orlick  
University of Alberta 1972

A review of Orlick's thesis reveals a great deal of data which could be extremely valuable to minor hockey administrators. Interviews with boys who are playing minor hockey (participants) and boys who are not playing minor hockey (non-participants and drop-outs) reveal a great deal about the problems in minor hockey. Likewise, interviews with the mothers of these boys provide highly valuable data for anyone concerned with improving the minor sport experience for youngsters.

When the mothers were asked if there was anything they disliked about organized sports for children, they responded in the following manner:

<u>Participants</u>		<u>Non-Participants</u>	
<u>Response</u>	<u>Percent</u>	<u>Response</u>	<u>Percent</u>
Too much emphasis on winning	68.8	Too much emphasis on winning	62.5
Too competitive	37.5	Too much pressure	31.3
Not letting all kids play equally	37.5	Too competitive	25.0
Too much pressure	25.0	Not letting all kids play equally	25.0
Too organized	12.5	Too organized	18.8
Too serious	12.5	Too dangerous	18.8

Mothers of both participant children (87.5 percent) and non-participant children (75 percent) expressed a dislike for the winning emphasis, the pressure, the competitiveness or some combination thereof.

When participants' mothers were asked if they would prefer their son to be outstanding in one sport or average in many, 75 percent stated a preference for average in many while 25 percent favored outstanding in one (page 104).

Each mother was asked if there was anything she would like to see changed in sports to make them better, or to make it a better experience for the children. The mothers responded with the following suggestions.

<u>Participants</u>		<u>Non-Participants</u>	
<u>Response</u>	<u>Percent</u>	<u>Response</u>	<u>Percent</u>
Equal opportunities for all	62.5	Emphasize fun (enjoyment)	62.5
Emphasize fun (enjoyment)	43.8	Less winning stress	18.8
Emphasize good sportsmanship	12.5	Less competitiveness	18.8
Less organization so early	6.2	Less pressure	12.5
		Equal opportunity for all	12.5
		Prevent injuries	6.2

(page 105)



The kids interviewed made the following suggestions for improvements.

A. Scale Down Game:

Participants - In soccer use your hands and feet; in hockey learn to skate better; in baseball I'd make it four outs ... four swings at the ball and four guys out before the other team comes up; not so much practice; I don't like tackle football 'cause it's kind of dangerous ... I'd rather have flag; if it rains or snows change it to another time.

Non-Participants - In baseball, make the fields smaller, make the bases shorter, make the bats bigger; make it easy, not running too far, mostly kicking and not hitting, no batting; change baseball so you wouldn't have to stand out in the field all the time; cut down the time; make 'em not so rough, no hitting.

B. Rule Changes:

Participants - In hockey ... if a guy got hurt and a guy did it on purpose, he'd get a longer penalty; in soccer you should wear a helmet and more padding ... and the same for hockey and football.

Non-Participants - Change a couple of rules ... like if somebody hurts somebody else, they might get sent off for a couple of minutes (e.g. football); in hockey they should have more penalty shots and cut down on putting a guy in the penalty box ... except on real bad penalties like fighting; in soccer, if you score you should get more points like in football; do it backwards (other team gets points when you score).

C. General Changes:

Participants - In hockey, make better rinks, better lights and better boards; have better sticks and stronger nets ... all the netting breaks and the sticks break all the time; fix the nets, they're holely.

Non-Participants - Make everybody obey the rules ... and just be honest; the players should be truthful in what they say (if he's out, he should say he's out); don't show them so often on T.V.; on T.V. if the commentators didn't talk so much, you could see what was going on. (page 77-78).

In a report sent back to the community Orlick made the following comments about revisions needed in children's sports.

This study indicates that the present sports system is in need of revision in order to provide personnel and activities that meet the needs and interests of different types of backgrounds. The reward structure which now exists in organized sports does not appear to be consistent with what is in the best interest of the majority of the children. There appears to be an over-emphasis on winning at the expense of fun involvement.





This gives rise to an elitest atmosphere wherein many youngsters eliminate themselves before they start while others begin to withdraw at seven - and eight - years of age. In many cases organized sports appeared to operate as extremely efficient screening process for the elimination of children.

Over 80 percent of all the mothers in this study expressed a dislike for the winning emphasis, the pressure, or the competitiveness in children's sports. They indicated that they would prefer to see these things de-emphasized and the emphasis put on fun and enjoyment, along with giving each child an equal opportunity to play. Children were very aware of the fact that they had to be good to either make the team or to play regularly. Seventy-five percent of the non-participant children, all of whom thought they were not good enough to make the team, indicated that they would go out for a team if they thought they would surely make it.

Children who dropped out of sports at an early age appeared to be merely reacting to negative stimuli, which were largely a function of the structure of the game and the emphasis of the coaches. For example, three drop-out children (two eight-year-olds and one nine-year-old) when asked how good they would like to be at sports responded as follows:

"Perfect ... so when I wanted to play, I could play."

"Good enough so I could play sports and I wouldn't get fired on anything I went on."

"Really good ... because if you're not the coach won't think very much about you."

The majority of the drop-out children indicated that they dropped out because: "they never let me play." A system which makes "being good" a prerequisite to playing would not appear to foster mass participation.

Many children (both participants and non-participants) indicated that they would like sports to be scaled down to their level. Some general suggestions made by the children towards this end included: making the games easier, cutting down the length of the games but increasing the actual playing time (as opposed to sitting), making the playing areas smaller, playing more and practicing less, cutting down on boring repetition (e.g. drills), cutting down on the roughness and promoting honesty and truthfulness in obeying rules.

The children also had some specific suggestions for improving several sports. Those pertaining to baseball and hockey are discussed below. Many children felt that baseball should be changed so they could hit the ball more often (at bat) and get the ball more often in the field. Some specific suggestions for accomplishing this included making the field smaller, the bases shorter, the bats bigger, allowing more swings at the ball and more outs to retire a side. In hockey, children indicated that they did not like being pushed around, checked, boarded, and getting cold. They would like to do more playing and less sitting around "freezing". They would also like to get the puck more often and to be able to skate better.

By implementing some of the children's suggestions, it would appear that many positive adjustments could be made in children's sports. For example, by scaling down the games, children will have greater chance of





attaining some success and will conceivably have a more enjoyable experience.

In attempting to provide for all types of children, it should be remembered that many children in this study were not interested in activities of a highly competitive or team nature (i.e. child versus child or team versus team). More individual and/or non-competitive activities should be provided to meet the needs of these children and facilities should also be made available for children to "just play" without any adult intervention. It should not be a case of "super-organized or unavailable," as one mother expressed it.

If one is to seriously think about maximizing participation in sports and physical recreation, it seems imperative that all children receive positive, fun-filled exposures to activity. Certain types of children may have to be repeatedly assured that there is a place for them as a participant in sport where they can have fun and experience success without being humiliated. People are vitally needed in the elementary schools and in the community leagues who are sensitive to the needs of the children and who are intent upon operating in the child's best interest. The findings of this study indicate that coaches who are working with young children should be focusing their attention on giving each child a positive experience, with the pursuit of winning kept in its proper perspective (as a secondary consideration at best). The importance of a child having an early positive exposure to physical activity cannot be over-emphasized. What happens at an early age level can have a significant impact upon the child's expectations and behavior for years to come. (page 268-271).

There are a multitude of invaluable excerpts of boys and their mothers included in the appendix of Orlick's thesis. Here are just a few examples of boys' comments and answers to questions.

#### Drop-Out Children

Case 1: Age 9 Started soccer at 8, dropped out at 8 (about 3/4 way through season)

Q. Why did you decide to stop?

A. 'Cause whenever we had a game I was usually an extra so I didn't get to play very much ... the most I ever got to play was about 15 minutes.

Q. So what did you do during the game?

A. Just stand around and let the mosquitoes eat me.

Q. Were there a lot of kids who didn't play?

A. Yes, there were a lot of extra's ... didn't get to play.

Q. Is there anything you'd like to see changed in sports to make them better?

A. Baseball maybe ... make the field smaller and the bases a little shorter.

Q. Would you like to be good at sports?

A. Yes.

Q. How good?

A. Perfect.

Q. Why would you want to be perfect?

A. So when I wanted to play I could play.



Q. What do you think it would be like for you this year if you went out for the team?

A. I wouldn't make it ... I don't think I would.

Case 2: Age 8 Started hockey at 5, dropped out at 7;  
Started baseball at 6, dropped out at 7.

Q. Why did you stop playing hockey?

A. I started not to like it.

Q. What didn't you like?

A. Well, in hockey I quit because I didn't get the puck passed to me too many times.

Q. What do you mean?

A. Well like baseball ... it's like hockey 'cause you ... I hardly even get a chance ... 'cause I'm always at the end of the line in baseball.

Q. So you don't get a chance?

A. Well I get up to bat but I wait such a long time, I forget what I'm doing and I struck out ... that's what I did I struck out ... every time I went up. Oh, I hit the ball and then I got out and then I struck out ... and then I struck out again.

Q. Is that why you didn't go out for baseball again?

A. Yeah.

Q. Why do you think you'd want to be real good?

A. Because if you're not the coach won't think very much about you.

Q. If you were better do you think you'd want to go out?

A. Yeah ... Right now I don't have very much fun. In hockey, I didn't get very much chance to get the puck and in baseball I didn't hit the ball very much. Now I don't want to go out any more.

Case 3: Age 9 Started hockey at 7, dropped out at 7 (after one season); Started baseball at 8, dropped out at 8 (about 5 weeks into season).

Q. Why do you think you don't want to go out this year?

A. I won't go out if my mom makes me. I'm going to pick what I want.

Q. What was it that you didn't like?

A. You never really got time to play against another team ... you just practiced up ... you just batted and some guys went out and caught.

Case 4: Age 8 Started baseball at 7, dropped out at 8 (after one season).

Q. Is there anything else that bothers you about playing sports?

A. Yeah, if you play and you have a bad match and guys come up to you and say you're no good at playing baseball or anything like that ... and you haven't had a chance to do anything.

Q. How good would you want to be?

A. Good enough so I could play sports and I wouldn't get fired on anything I went on.





Case 5: Age 9 Started baseball at 8, dropped out at 9  
(after one season).

Q. How could they change a game like that so it would be more fun and you'd like it better?

A. Make the bases smaller ... make the bats bigger.

Q. What do you think it would be like if you went out for a team this year?

A. Probably not make it.

Q. Do you think you will ever want to go out for a sports team again?

A. Not really.

Case 6: Age 8 Started soccer at 7, dropped out at 7  
(within a few weeks after starting)

Q. How did you like it last year when you went out for soccer?

A. I didn't like it very much 'cause they never let me play. They just let the good guys play ... the little guys just have to stand around ... and watch.

Q. Are you going to go out again?

A. If they let me play I would.

Q. Were there a lot of kids who didn't play?

A. Yup, most of the team didn't get to play ... just some guys did ... just the big guys. Everybody else just stands around.

Q. Did you stay for the whole season?

A. I stayed a couple of weeks ... then I quit because I never got to be what I wanted to.

### Non-Participant Children

Case 2: Age 8

Q. Would you like to play on any team?

A. No, I'd rather just play for fun ... and make up teams with other friends.

Q. Why would that be better?

A. You won't have to rehearse so much.

Case 3: Age 9

Q. Do you think you will ever want to go out for a sports team?

A. No.

Case 5: Age 8

Q. Do you think you will ever want to go out for a sports team?

A. No, I don't think so.

Case 7: Age 9

Q. What do you think it would be like if you went out for a team this year?

A. I wouldn't like it.

Q. Why?

A. In most sports you have to practice every Saturday and I'd rather go out with my family.





- Q. What else wouldn't you like?
- A. People don't play right ... they throw the bat and things like that ... they don't play the game right and they argue a lot.
- Q. Do you think you will ever want to go out for a team?
- A. No ... I don't like playing on teams ... I only like playing by myself and with my sister and my mom and dad and brother.

Case 8: Age 8

- Q. How could you change sports to make them better or more fun?
- A. You could do it backwards.
- Q. What do you mean?
- A. Well, like if the other team gets a goal then you get the points and then if we get a goal ... they get a goal. Like we're not really getting a goal ... they are ... we try to make a goal for them and they try to make a goal for us.
- Q. Why do you think that would be better?
- A. 'Cause it would help them like each other.

Participant Children

Case 2: Age 8

- Q. Would you like to be a star on a team?
- A. Well no, I'd like to be second star or something like that.
- Q. Why wouldn't you want to be the star?
- A. 'Cause everybody would be cheering for you ... then you'd get all excited and you wouldn't play properly.

Case 5: Age 9

- Q. What do you like least about sports?
- A. Warm-ups and practices.
- Q. What don't you like about them?
- A. Well, sometimes you have to warm-up for the games and this I don't like ... and practices ... sometimes it's just a talk ... and it's a waste of time.

Case 6: Age 9

- Q. How would you change sports so you would like them more?
- A. Oh, I wouldn't have so much practice, you know like there's so much practice just for one game.

Case 7: Age 8

- Q. What do you think it will be like for you when you go out for the team this year?
- A. Cold ... I might not feel too good 'cause someone checks you ... and the whistle blows and you don't want to go back for those guys to come out ... you just want to keep on playing ... like you don't want to go into the gate ... 'cause I get warmer moving when I'm playing.



## Appendix 2: A New Social Contract

### Introduction

The purpose of this appendix is to provide a detailed account of the new social contract proposed in the main text. It is intended to be a guide for those who wish to understand the details of the proposal and to provide a basis for discussion and debate.

The new social contract is based on the following principles:

- 1. The principle of equality: All individuals are equal in the eyes of the law and have the same rights and responsibilities.
- 2. The principle of justice: The distribution of resources and the allocation of responsibilities should be based on the principle of justice.
- 3. The principle of solidarity: All individuals are members of a community and have a duty to contribute to the well-being of the community.

### Principles of the New Social Contract

#### 1. The Principle of Equality

The principle of equality is the foundation of the new social contract. It states that all individuals are equal in the eyes of the law and have the same rights and responsibilities. This principle is based on the idea that all individuals are created equal and have the same capacity for reason and self-governance.

The principle of equality is also reflected in the new social contract's approach to the distribution of resources. Resources are distributed based on the principle of justice, which means that individuals are given what they deserve based on their contributions to the community.

The principle of equality is also reflected in the new social contract's approach to the allocation of responsibilities. All individuals are expected to contribute to the well-being of the community and to the common good.

#### 2. The Principle of Justice

The principle of justice is the second principle of the new social contract. It states that the distribution of resources and the allocation of responsibilities should be based on the principle of justice.

The principle of justice is based on the idea that individuals should be treated fairly and that resources should be distributed in a way that is just and equitable.

The principle of justice is also reflected in the new social contract's approach to the allocation of responsibilities. Individuals are given responsibilities based on their abilities and their contributions to the community.

The principle of justice is also reflected in the new social contract's approach to the distribution of resources. Resources are distributed in a way that is just and equitable, taking into account the needs and contributions of all individuals.

#### 3. The Principle of Solidarity

The principle of solidarity is the third principle of the new social contract. It states that all individuals are members of a community and have a duty to contribute to the well-being of the community.

The principle of solidarity is based on the idea that individuals are part of a larger community and have a duty to contribute to the common good. This principle is reflected in the new social contract's approach to the allocation of responsibilities and the distribution of resources.



## UNIVERSITY OF ALBERTA GOLDEN BEAR HOCKEY CAMP

### WHAT ABOUT SPORTSMANSHIP?

Every contest is based on certain rules or laws and it is only by abiding by those rules, both in spirit and letter, that the game is best played and enjoyed.

Good sportsmanship is nothing more than the "Golden Rule" applied to sports. This results in not only better played contests, but also larger dividends in sportsmanship and good fellowship.

#### CONDUCT OF PLAYERS.

##### a. Towards Team-mates

1. Team work and co-operation are absolutely essential for success in any group endeavour. Group spirit, subordination of the individual to the needs of the team, and self-sacrifice are all necessary for the best team performance.
2. Criticism and sarcasm seldom accomplish anything beneficial. The end result nearly always is less relaxation, more tension and a corresponding decrease in skill.
3. The "beef" has no place, either on the team, the bench or in the stands.

##### b. Towards Opponents

1. The other team members are guests and should be treated accordingly.
2. Uncomplimentary remarks towards or concerning the visiting team, should never be made.
3. Competition would not be possible without the co-operation (i.e. the appearance and participation) of the visiting team.
4. TREAT YOUR OPPONENTS AS YOU YOURSELF WOULD LIKE TO BE TREATED!

##### c. Towards Officials

1. The officials task at best, is a difficult one and respect rather than antagonism, should be the attitude of all players.
2. Their decisions must be respected in order that the players





and the spectators will receive the greatest benefit from the game.

3. The officials are hired because they are impartial, fair-minded individuals and because they are trained and competent to handle a difficult job to the best of their ability.

Players have a great responsibility in establishing patterns of conduct for the spectators by the way they accept decisions.

#### CONDUCT OF PARENTS AND SPECTATORS

##### a. Towards the Players

1. "Kidding" players on the home team may soon resolve itself into "riding" and as a result upset the spirit and team play of players.
2. No encouragement should be given the "critic" who continually finds fault with everything and everybody.
3. Players should be encouraged to play according to the rules regardless of the "tide of victory" or defeat.

##### b. Towards Opponents

1. Fair mindedness and an appreciation of excellent play, whether by the home team or the visiting team should be the ideal to strive towards.
2. The same type of courteous and considerate treatment should be given the guests, as you would expect your team to receive on out-of-town trips.

##### c. Towards Officials

1. The officials know their duties, are well qualified and the best available, otherwise someone else would have been hired to handle the game.
2. They are courageous, efficient, impartial and fairminded. The fact they are officiating proves this.
3. The officials are close to the rules and their interpretations, and are nearly always in a better position than anyone else to judge what is happening on the ice.
4. Continual "booing" is generally the poor sportsman's way of displaying feelings in a group which he usually lacks courage to express as an individual.



5. "Booing" decisions will not change them, nor improve the situation in any way. The officials are honestly doing their best at all times.
6. Criticism is the handy tool of the uninformed fan. The critic usually runs a poor "second" to the individual he criticizes.

The home team does not always play the best brand of hockey, does not always score the most goals and does not always win. At least they should be encouraged to play their best within the rules and "win-lose-or-draw" they should still be accepted as a fine group of players.

Good sportsmanship does not just happen but is the result of a definite program of education. It must be a continuing process, resulting through the years in the establishment of traditions of behavior. New players and fans are soon initiated into such tradition and the pattern continues. If the players and the spectators are made to want good sportsmanship, it will come and will soon be accepted as "socially-approved conduct" at every game.



# Appendix D

Appendix D: The Role of the Teacher in the Classroom

The role of the teacher in the classroom is a complex one. It is not simply a matter of delivering content, but of creating a learning environment where students can thrive. Teachers must be able to assess the needs of their students and adapt their instruction accordingly. They must also be able to manage the classroom and maintain a positive atmosphere. This requires a combination of skills, including communication, organization, and leadership. The teacher's role is to guide students on their learning journey, providing support and encouragement as they explore new concepts and ideas.

In the classroom, the teacher is the primary source of information and guidance. They are responsible for ensuring that students have access to the resources they need to succeed. They must also be able to identify and address any learning barriers that may be present. This requires a deep understanding of the subject matter and the ability to communicate it in a clear and engaging way.

## APPENDIX D

The teacher's role is to create a safe and supportive learning environment. This involves establishing clear expectations and rules from the beginning. Teachers should also be able to build rapport with their students and show a genuine interest in their lives. This helps to create a positive classroom culture where students feel comfortable asking questions and seeking help.

Teachers should also be able to differentiate their instruction to meet the needs of all learners. This means providing additional support for students who are struggling and challenging tasks for those who are advanced. By doing so, teachers can ensure that every student is able to reach their full potential.

Finally, teachers should be able to reflect on their own practice and make adjustments as needed. This is an ongoing process that requires a willingness to learn and grow. Teachers should seek out feedback from their students and colleagues and use it to improve their instruction. By doing so, they can ensure that they are providing the best possible education for their students. The role of the teacher is a challenging one, but it is also a rewarding one. It is a profession that requires a deep commitment to learning and a passion for helping others succeed.





## A Summary of Teaching Methods for the Community Hockey Coach

Murray Smith, The University of Alberta, Edmonton August 1970

Let me emphasize that I want to say some things you will not agree with, some of them, hopefully, will make you mad. But please do not pass off any of the new or irritating ideas you will hear at the clinic with, "impractical", or "won't work because we tried it", or "I don't like that". Open your mind and try to grasp the ideas presented. Some of the ideas will not be very good while others may help a great deal. You can't tell them apart unless you give them all a chance. All of us are afraid of, or at least resist, change. Progress depends on change. But of course all change is not progress. In order for you to develop and progress as a coach it is unavoidable that you continually accept new ideas, modify old ones, and keep intact other old ideas unless you have good reason to abandon them or change them.

No one can really make you a better coach except yourself. The best that any of the staff here can do is to give you some ideas, which if put into practice combined with your own wisdom, powers of observation, hard work, and knowledge of the game, will inevitably improve your effectiveness.

Let us spend a short time discussing a number of what we might call important principles of successful coaching.

### Principle 1:

#### Prepare Through Planning

All of us have limited practice time. Much of this can be wasted if we do not take at least 15 minutes, preferably longer, to plan each practice. Here we can learn from basketball, football and several other sports. The total practice time should be divided into segments from 5 minutes up to 20 or 30 minutes in length. Generally, begin with individual skills where each player works on his own techniques of skating, shooting, passing, shifting, and the like. Move to working one versus one, two versus one, two versus two, two versus three, and so on. The later part of the practice should be half ice or full ice scrimmage. Write out the plan. It may turn out fine or it may be poor. Learn from it. Make the next one better by facing mistakes and making an honest effort to correct them. If ice time is short, it may help to go over some of the drills in the dressing room before getting on the ice but if you do this, "read" the reaction and attention of the players. If you can't hold their attention and get ideas across then do not continue. Short accurate explanations with helpful diagrams will be best but do not get into detail. Developing your ability to ask questions will help keep it meaningful to the boys. Plan each day's work, but also look ahead to see if you are working in a balanced way on all major phases of the game; power play, offensive face-off with man advantage, "prevent" defense, etc.



## Principle 2:

### Aim for Maximum Activity for each Player

We learn by doing, not by standing in lines. Try always to have only as much "waiting for turns" as is necessary for resting up. A good rule is to break things down so that there are no more than four boys in a group, unless you are working on a phase of the game that requires more than four boys. If you teach the boys a reasonable number of drills during the early practices you can set half of them working on these drills in small groups while you work with the other half teaching something new. After 5 or 10 minutes switch and take the others while the first group works on the familiar drills.

One of the problems here is that the coach is afraid to let the boys work without his supervision because they may "pick up bad habits". There are two answers to this: 1) How much does a boy learn standing in line behind eight or ten others? 2) Any person who is highly interested in learning something will practice a great deal on his own and will "learn" a good deal if the situation is right. Even when the coach personally supervises every pass, every shot, every backwards skating session, do the boys all learn it "correctly"? I think not. How many of us would have learned to do much of anything if we had been denied practice unless the teacher (or coach) was watching?

This is one way to get the most out of limited practice time. Keep them moving - they'll love it and they'll learn, as well as getting stronger and building endurance.

Once the group you are teaching gets the hang of the new stuff you can take a quick check of the other groups and offer spot assistance to those working on familiar drills.

Young people can only learn to accept responsibility by being given a chance to be responsible for themselves. Remember how good teachers made this work for you.

Those who have seen the Russian and Czech teams work-out know that this is something they do very well. Their players are hustling (and learning) all the time.

It may help to organize small groups of 3 or 4 boys by position and even designate leaders. If leaders are used they should be changed at times and all boys should understand what authority they have.

The change from personally supervising everything each player does to allowing all boys to be active most of the time is likely the most difficult one many coaches could be asked to make, but I am convinced it would do more good than any other single thing.

It would also help if more teams at all levels used at least one assistant coach. Start with a man who is interested even though his knowledge may not be great at the start. He will learn fast, just like the players.

## Principle 3:

### Aim to Use All of the Ice Most of the Time

This principle follows directly out of number 2. Only by using the





whole rink can your whole squad be active. Again, recall the Russians or Czechs. In their practices and pre-game warm-ups the whole rink, or in the pre-game, their own half, is busy all the time. For example; while you work on a power play at the south end of the rink your spare goalie at the north end gets countless shots as a player feeds a stream of pucks to a boy who receives the puck and shoots with minimum handling. After 20 shots he returns in a group working on flip passes over broken hockey sticks laid on the ice. (A month later he may be working on a back-hand, shot directly off the pass out with no puck handling). On one side of the north end another group works on backward skating in circles or figure eights.

So that this kind of activity can go on you might arrange your team into two squads (a green and a gold) and each squad is further sub-divided into groups of 3 or 4. Your practice schedule might indicate:

7:10 Green squad: North end on power play.

Gold squad: South end, group 1 on forehand shots from behind the goal feed; group 2 on flip pass over sticks on ice; group 3 on backwards skating. Switch every 5 minutes.

7:25 Green and Gold squads change, repeat above.

The time change, every 5 minutes in the example above, can be called by a boy who didn't make the team or an assistant coach if you are lucky enough to have one.

Try this for a couple of practices and then go back to having lines of 8 to 10 boys waiting for a turn and listen to what the boys have to say about it!

#### Principle 4:

##### Try to let the boys use a more natural way of learning

Instead of having the boys try to copy a move or skill exactly, try letting them do it their own way once you have made clear what you want. You select the end, let them use their own means, within reason, to reach that end. I believe that most of us learn to do things by a process of trial, error, correction (or maybe just a slight change that is not really a correction) and then around again trial, error, correction. This might be compared to the way a sculptor shapes clay into a statue. He changes a little at a time so that the formless mass of clay gradually becomes the figure of a boy. If this view of learning is accurate, and there is lots of evidence both in research and in your own experience to support it, it should offer guidance as to how to teach (or coach) to greater affect. How did you learn to ride your first two-wheeler? If you were lucky you practiced alone when your older brother was away. The worst thing that could happen to most of us was to have a well-meaning person trying to teach us. Humans are superbly equipped to learn and those of us interested in helping people learn should stand back and let them do more on their own. This means that in your first session on forehand shooting you





might start out by giving every boy a puck and his own place facing the side or end boards. Then say something like, "Shoot the puck at the boards and try to get it to bounce back to your stick. Don't shoot too hard." Then go around and check stance, body bend, hand spread, grip, etc. After looking at about 10 boys if you see them all making a fundamental error (such as standing with feet together) blow the whistle and in 10 seconds or less point out a better stance. Show them or let them watch a boy with a good stance, then back to work. Giving too much detail at the beginning is a sheer waste of time. They will gradually build skill and you can add refinements as they go. Allow them to make their early trials of items in their own way and without being judged as to success. If we think about our own learning experiences we will see how important some freedom to do it 'your way' really is.

To go back to the two-wheeler for a moment: Do you remember how grateful you were that nobody was around to laugh when you canned up? Learning unavoidably involves mistakes and failures from which we can profit. Often when a boy makes a mistake on his own, or experiences difficulty, he actively seeks help. This is far different from the ever-coached boy who will not listen because he doesn't want your help.

A good rule when beginning work on a new skill is to say simply: "Try it", after you have made clear what end result you want. ("See if you can skate backwards around this red circle. Stay as close to the line as you can. Try it.")

There is plenty of time and place in hockey for explanations and detailed coaching but it is after a fair amount of preliminary work and learning by the boys. Explanation of detail goes on over a period of time, it is least effective when lumped together before the boys have any experience to relate to it.

### Principle 5:

Practice drills should involve the skills and tactics required in the game.

A good start has been made in analysing the game of hockey and every attempt must be made to build practices around the actual skills required. One of the most important ideas is to ensure that all boys learn to receive passes, pass and shoot well from their backhand. Drills should specify backhand shots. Passing and receiving as players skate along parallel to each other requires both forehand and backhand practice if the boys simply skate in one direction to start with and return along the same line. A one-on-one chase drill with the chaser first on the forehand side of the rusher and then repeated on the backhand side will help. Flip passing over broken sticks, using fore and backhand flips, both while standing and skating will develop an often-neglected skill. Observe your team playing and make notes on weaknesses and then plan practices to work on these things. Do not be afraid to design drills of your own to teach important phases of the game. You may have to modify them as you use them or even toss them out and start again.

Recently I timed a touring Russian team and noted that in a shooting drill it took only 7 seconds for every player to get a shot on the net! With the exception of two men, the entire team, each with a puck of his



own, stood in an arc about 25 feet from the goal. Every second player, starting at the left of the arc shot in succession. This required the goalie to move constantly, and to take every shot from a different angle. Then the other players shot in turn, beginning at the right. The two men not in the drill returned pucks to the shooters. In 7 seconds the goalie handled 14 to 16 shots, moving first from his right to left, all the way across the goal mouth, then back left to right. In less than 30 seconds, the goalie handled 45 shots and each player had 3 shots. Compare this to what one often sees: a series of shots, often 3 - 5 seconds apart, all from the same angle. In the same pre-game warm-up, I saw two-on-one rushes where players, after completing the rush, sprinted hard to beyond the blueline. Imagine the effect this has on back checking.

#### Principle 6:

Try to apply the lessons of psychology to your coaching. Here are a few important ones.

1. Encouragement and approval are powerful influences on learning. Both should appear regularly for each boy. Withholding approval when performance is not what it could be helps to maintain the effectiveness of approval. At times reasonable punishment that "fits the crime" is very useful and should be applied. The coach, however should guard against the situation when he finds himself frequently using harsh measures and much shouting. Severe bawling out and harsh demands on players create tension and anxiety that have very unpredictable results. Remember too that we say we are giving boys a chance to do something that will be fun and beneficial. Making boys feel ashamed of their efforts, forcing them to listen to our angry outbursts, has the same effect on them as those things have on us when we have to suffer them. Do any of us perform better for a demanding tyrant than for an intelligent, helpful leader who helps bring out the best in us?

2. Variety is stimulating and this is one good reason to change drills every 5 or 10 minutes, except when working on more complicated things such as the power play, three on two rushes and so on. Psychologists tell us that it is more effective in most cases to spend say four 15 minute sessions in four different practices on a drill than to spend a full hour on that drill once.

3. Experiments also show that more learning takes place if success is possible but not certain. Making things either too easy or too hard decreases the amount each boy will learn. This inevitably means that as your team progresses some boys will be striving for higher performance goals than others. (Imagine being a Boston Bruin and being expected to do everything as well as Bobby Orr!)

4. Excessive direction by the coach results in listless conformity, defiance, looking for someone or something to blame for our own failures, or simply escape from the whole affair. (Isn't this the effect of a nagging coach, or mother, or mother-in-law, always has?)





5. Improvement in a boy's own skills (skating, shooting, passing, receiving passes) will be faster if you give him means to recognize his own progress. For example: a) try to skate backwards around a face-off circle so that at least every second skate-strike cuts the circle. When you can do this, aim at two consecutive such circles. b) What is your fastest blueline to blueline skating time? This time try to beat your own record. c) How many shots can you get on the net in 20 seconds from 30 feet in front? Work on improving your own score.

In this way a boy is not thinking so much about others as about his own performance. By always comparing every boy to the best boy on the team we often discourage them and even prevent progress. In any team sport there are plenty of times when one must compare himself to the others, when he must think about others, but to always be doing so hurts his own chances to improve.

### Conclusion:

There is no short-cut to coaching success. If you are always open to new ideas and always on the lookout for better ways to do things you will improve. Watch the organization and methods used here during the clinic. Learn from other sports. Clare Drake, like many other coaches, has successfully applied useful ideas from football, basketball, baseball, and track and field to the great game of hockey.

If you really coach to do the boys in your care "some good" you will never fall into the trap of using their victories to boost your own ego and thus their defeats will not be looked on as a loss of face, or even a personal disgrace, for you as the coach.

Try to make all of your decisions about the boys, and how you handle them, with this question in mind: "Would I want to do this to my own son?"





## APPENDIX E



AN ALTERNATIVE TO PRESENT MINOR HOCKEY PROGRAMS  
by Cal Botterill

The professional style model of a highly competitive, organized, commercialized, spectator-oriented approach to hockey (which has had tremendous success in the business of entertainment) appears to be having a considerable influence on the nature and design of minor hockey programs. It is the author's contention that this model often tends to harbour and often encourage an over emphasis on the value of winning which can have undesirable effects on kids' play and games. A win-despite-cost approach in minor hockey has been shown to contribute to a multitude of problems for kids including:

- 1. unrealistic and unreasonable expectations
- 2. restricted and inappropriate participation
- 3. undesirable violent and unsocial behavior.

Rather than dwell on the problems in present minor hockey programs the author would like to present what is felt to be a superior alternative. When an individual enters activities other than hockey, he is often given quite different consideration as a beginner regardless of his age. Therefore, it is felt that it is important to consider skills or capabilities as well as individual needs in designing an efficient community program. In swimming programs, for example, regardless of age the individual starts as a beginner with very few social expectancies and progresses through the various levels of skill, maturity, and capability as they develop (Beginner → Junior → Intermediate → Senior). Each level contains new expectancies of capability but an individual seldom moves up until he has satisfied both himself and his leaders as to his capabilities. This is part of the thinking behind the following suggestions for a community minor hockey model which would hopefully include everyone in a more suitable situation.

Outline of Community Hockey Program

<u>Level</u>	<u>Level Title</u>	<u>Leader Title</u>	<u>Ages</u>
I.	Beginning Ice Sessions	Counsellor-Helper	5 to 7 8 to 10 11 to 13 14 and over
II.	Advanced Ice Sessions	Supervisor	5 to 7 8 to 10 11 to 13 14 and over
III.	Community Hockey	Leader	9 to 10 11 to 12 13 to 14 15 and over
IV.	Inter-Community Hockey	Coach	11 to 12 13 to 14 15 to 16 17 and over





Because early sports participation has been shown to be highly crucial in developing attitudes and behavior, the author feels that the beginner in sport should be provided with the kind of relaxed encouraging environment which is conducive to attempting, discovering, and learning. Therefore, it would seem appropriate that every community provide ice time for what might be called Beginners Ice Sessions. The leader in charge of such sessions, if designated the role of "counsellor-helper", would realize that his responsibilities are quite different than those of a competitive coach. The major objective of such a program would be to provide experiences for the youngsters which will leave them eager to return. The main functions of the "counsellor-helper" become those of

1. developing and maintaining surroundings in which fear is reduced and kids are eager to try and to discover new things
2. guiding the youngsters and making suggestions as to fun activities and things to try which develop and improve skill (particularly skating)
3. playing with the kids to provide a model of things to try
4. encouraging youngsters and commenting positively on anything that resembles a step towards improvement and new things, or anything that appears like an effort or accomplishment.

As is evident, the role of a leader in such a group is distinctly different from that of a competitive coach. The "counsellor-helper" would do well to observe kids playing spontaneous hockey-like games in backyards, streets, or on patches of ice and recall similar situations in his own life. Being able to recognize and identify the needs, capabilities, and desires of children in those kinds of highly functional initial learning experiences, would be an extremely valuable asset to the leader who is trying to create the same kind of environment in a community facility.

After a season or two of Beginning Ice Sessions the youngster should probably have a choice as to the type of hockey activity he participates in. The child usually needs two to five years of hockey-type experiences in a relaxed natural environment where guidance on fundamentals and encouragement is available, and the complexities of the game are introduced gradually. It is usually some time before the young skater is able to develop sufficient personal skill, strength and endurance, understanding, and social awareness to experience much success or positive feedback in the complicated adult version of hockey. With this in mind the youngster should have the opportunity to choose from three distinct types of hockey activity. Perhaps if adult pushing was evident, one year participation in each level should be required.

Many boys who have found the situations in their beginning season highly rewarding and enjoyable would choose a simple extension of that program which could be called Advanced Ice Sessions. In these sessions the leader might be designated the role of "supervisor" and be expected to participate with the youngsters in a variety of spontaneous hockey type games and activities. At this level the "supervisor" would be expected to maintain a very low anxiety climate in which natural learning continued to flourish. There would be a need for slightly more extensive





guidance and suggestion as to appropriate skill developing techniques and games. The function of encouraging and reinforcing anything that even resembles intermediate goals or progress continues to be a crucial one through all levels.

Suggestions of scaled down versions of the game of hockey are important at all the lower levels. Increasing the opportunity for success (by making bigger goals, making shorter games, using lighter pucks, creating different ways to achieve, etc.) can play a crucial part in creating more positive early sports experiences. A 50/50 chance of success is important in kids' games. Watch the games they play and develop on their own and are fascinated by! Cross-ice games to provide more ice time for kids and make maximum use of facilities are excellent improvisations for youngsters' early years in hockey. Three groups of boys with their supervisors might be on the ice at the same time in Levels I and II of such a hockey program.

Youngsters in initial seasons of hockey should be encouraged to attempt and develop the skills of players who play different positions. Up through community hockey it might be an excellent rule to require rotation of playing positions so the child will develop an appreciation and understanding of all skills, while truly finding out which he prefers or excels at. Equal opportunity for all could be established through rules on line changes in games, or shorter games with fewer players per game (maybe 6 on each team for 20 to 30 minutes). Rule changes to provide more instant, less "attention-getting" negative reinforcement might be developed. Penalty shots are an exciting play in hockey and their use rather than minor penalties would prevent loss of playing time for the youngster and be a more efficient, less "attention-getting" way of discouraging undesirable play. Any deliberate attempt to injure or dangerous dishonourable behavior (rather than just fighting) would be a major penalty involving expulsion from the game. Perhaps a rule should require that the stick blade be kept below the waist where it fundamentally should always be (it would prevent many injuries and infractions).

After advanced ice hockey sessions, the boy over 8 years old might find the challenge of house league games in the community exciting and he would be much more prepared to handle such a situation. Level III sessions perhaps called Community Hockey would include a reasonable number of house league games (some of which might be played cross-ice for younger boys). The sessions might be under the supervision of people called "leaders" who would be responsible for any officiating. The sessions that did not involve house league games might be used by the "leader" as practice sessions but value of fun-type fundamental activities should still be emphasized. The leader is approaching the role of a coach in providing guidance and suggestions, but is strongly aware that his key role is that of a leader and an example for all youngsters (players and opponents, many of whom still have very limited capabilities).

The climate should always be fairly low anxiety to favour children's natural way of learning and become slightly more competitive in inter-community hockey. Level IV should be provided for those over 10 years of age who find their major interest and challenges are in more competitive games. The opportunity for youngsters to find out how good they can be



is an important part of any community program. The crucial point lies in insuring that the youngsters are capable of facing inter-community competition. When they are ready, inter-community leagues under the supervision of participant-oriented coaches can provide valuable developmental experiences.

One might note that the environment and behavior described in this model are considerably different than what occurs in many community minor hockey programs. It is the author's firm conviction that a changed environment as a result of new program design, rule changes, behavioral expectations, improved communication, and ingenuity will result in much improved childhood experiences and behavior. This is a proposal related to the Canadian government's policies on "mass participation" which pays careful attention to the needs and capabilities of kids' (who incidentally are living important parts of their lives and who are not yet adults).

Practical considerations such as leadership and facilities do not appear to be a problem in this proposal. Suggestions have been made as to efficient use of ice time and the number of participants should initially be the same under different categorization. The increased age range for groups in the beginners and advanced ice sessions is not a problem when skill levels are a factor and strong consideration is given to capabilities. The new structure would seem to provide a more suitable and equal opportunity for all.

The use of different leadership titles in the levels of community hockey exposure should be valuable in helping to make better use of human resources in the community. For example, adolescents, mothers, and more elderly citizens have the potential to be highly valuable and efficient counsellor-helpers, supervisors, or beginning officials. The demands required are within many people's capabilities if they receive reasonable guidance and supervision. In addition, a new approach to certification and registration of coaches and officials which involves behavioral requirements and expectations over hockey experience would be bound to have a positive effect on many present minor league programs. Good leadership is always important in providing efficient and positive programs and the expressed model requires no different. Insuring good leadership is another concern, but ingenuity and foresight can show the way to overcoming this problem as well.

Poor communication itself is one of the blocks in providing good minor sports experiences. There appears to have been a lack of communication with the kids or participants themselves as well as between adults. Public awareness of the goals and objectives of programs does a great deal to insure their success. For example, communication to parents and interested people on the objectives of Beginners Ice Sessions and Beginner's needs would serve to help recruit the kind of people necessary to make such a program a success. In addition, anyone associated with the program (parents, kids, counsellor-helpers, observers, etc.) would all have a clearer image of the part they could play in making sport a better thing for the kids.

Rather than just being critical about problems, it is important to suggest and develop improved alternatives. This is one example of an attempt to do just that for the kids in minor hockey.





## APPENDIX F





## MAKING MINOR HOCKEY A BETTER PLACE FOR KIDS

by Cal Botterill

### Definition

Environment - the physical and social conditions and influences under which one lives; the surroundings which inevitably influence experiences and behavior.

The environment is obviously important, but its role has remained obscure. It does not push or pull, it selects, and this function is difficult to discover and analyze. The role of natural selection in evolution was formulated only a little more than a hundred years ago, and the selective role of the environment in shaping and maintaining the behavior of the individual is only beginning to be recognized and studied (B.F. Skinner, 1971:25).

The same individual growing up in a different environment would turn out to be a quite distinctly different person. The many implications of this fact are still being revealed. When it became evident that people's behavior changes as a result of changes in their environment, an invaluable discovery was made in terms of attacking social behavioral problems.

That minor hockey has social behavioral problems is becoming increasingly evident as reports of riots, violence, brutality, etc. at minor hockey games become more and more frequent. Most of these behavioral problems are a result of the environments to which the kids are exposed. It has been shown that a climate where the value of winning is over emphasized contributes to a multitude of problems for kids including:

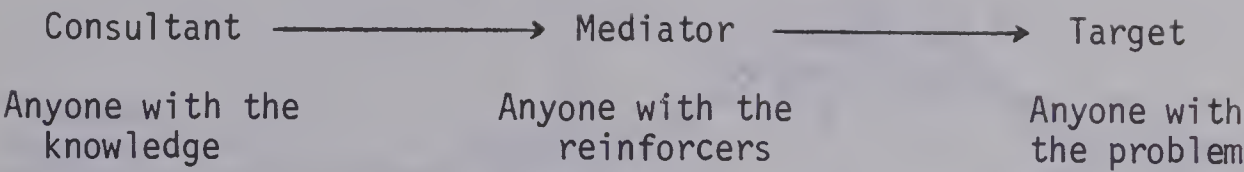
1. unrealistic and unreasonable expectations
2. restricted and inappropriate participation
3. undesirable violent and unsocial behavior

That changes can be made in the minor hockey environment to make participation a more positive experience for youngsters is the reasoning behind this paper. The important task would seem to be discovering effective methods of environmental change which will have the most influence on behavior. Behavioral scientists point to the technique of "contingency management" which may be defined as the rearrangement of environmental rewards and punishments which strengthen or weaken specified behaviors. The potential of this technique becomes evident when one considers that the way a person behaves is very dependent on his "expectancies" which are a result of things he has observed and done, and the feedback received. Most behavior is a direct result of learning from the environment. For example, Skinner adds: "How one feels about behaving for the good of others depends on the reinforcers" (1971:10).

With this in mind it is interesting to consider a model used by Tharp and Wetzel (1969) to change undesirable behavior by "contingency management" in the natural environment. It would seem to have potential for minor hockey improvements.



The Consultative Triad



Potential Examples:

President of Provincial Hockey Association	Community Leader	Coach
Community Leader	Coach or Parent	Player

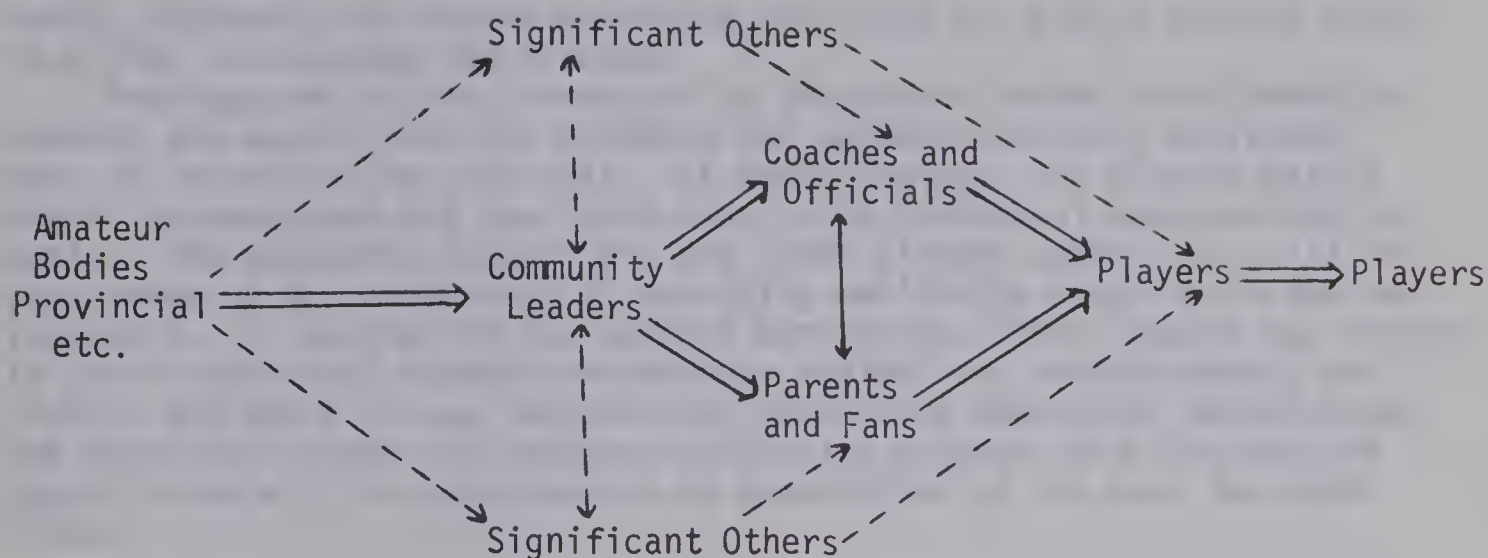
The "consultant" can be anyone in minor hockey administration who realizes there are problems in behavior and environment and has some knowledge as to how to improve the situation. The "target" is the individual who is exhibiting undesirable behavior and contributing to an unhealthy environment. Rather than directly confronting the target with suggestions for change it is often more effective to determine who in the target's environment has the strongest reinforcing influence on him. Once these "mediators" or "significant others" in the target's environment are identified along with their most effective rewarding and punishing techniques, the possibility for effective and lasting behavioral change is excellent. If the mediator consents to adjust his reinforcement so that desirable behavior is rewarded and undesirable behavior is not rewarded (or in effect punished), strong changes in the targets behavior are often soon evident.

It is important to consider that the mediator must receive positive reinforcement himself for his adjusted behavior if it is to continue. However, in many cases the improved behavior of the target is more than adequate encouragement for the mediator. For example, a parent's new adjusted behavior is likely to continue if improvement is evident in the child's behavior. However, one has to consider the possibility of a coach not being particularly pleased with less violent player behavior (possibly less chance of winning). In such cases the coach (mediator) would have to be reminded of what is desirable by the consultant and encouraged or reinforced for any progress toward that goal. If the coach refused to conform as a desirable mediator his negative influence on youngsters should be realized and he should be removed from the position.

At any rate, it is interesting to investigate the potential of this model in the minor hockey environment. The following diagram shows what appears to be potential routes to important change. People in minor sports environments (coaches, officials, parents, etc.) usually have a great deal of reinforcing and modelling influence on youngsters.







Key:

==> Core Routes

→ Intermediate Routes

--> Peripheral Routes

For each of the links of the diagram it is crucial that "what is desirable" and "what is undesirable" be distinctly specified. One of the major obstacles in the development of effective change programs arises from the failure to specify precisely what is to be accomplished. Desired goals should be defined in terms of observable behavior so that "behavioral expectations" are established and communicated.

Example: The goal of "sportsmanship" should be defined in terms of behavior. That is

- never attempt to injure another player
- always shake hands after a game
- etc.

Intermediate realizable goals might be set up to insure rapid progress as a result of correct reinforcement.

An analysis of the route links to potential environmental and behavioral change in minor hockey would now seem in order.

Amateur Bodies ==> Community Leaders and Supervisors

Although all individuals play an important role in this complex network, the role of the community leaders and supervisors is probably most crucial. These people must be sold on the objectives of developing an amateur "participant-oriented" sport, and in effect become minor behavioral analysts. Therefore, the amateur sport bodies must work very closely with community leaders and supervisors. Like a government's responsibilities, the amateur sport bodies must initially be concerned with problem recognition, marketing, and communication. It is important that community leaders and supervisors become aware of the complexity and nature of minor





hockey problems, and become convinced that they can play a crucial role in a plan to overcome the problem.

Meetings and clinics sponsored by the sports bodies with community leaders and supervisors are probably the quickest and most efficient ways of accomplishing this goal. At these meetings the plan of attack should be presented and developed along with behavioral expectations or goals. The community leaders who are often already supervisors will become aware of the importance of carefully monitoring behavior in the environment. To accomplish the careful monitoring, these leaders may choose to train additional supervisors because evaluation, reinforcement, and control are every bit as important as presenting behavioral expectations. The behavioral goals for coaches, officials, parents, and fans must be specific and will be described in an examination of the next two core links.

#### Community Supervisors $\implies$ Coaches and Officials

Rather than telling coaches and officials that the program objectives are sportsmanship, clean play, and "fun for all", specific behavioral requirements should be given. It has been shown that distinct behavioral requirements do not produce major withdrawal problems with volunteers. In the Maple Leaf Athletic Club in 1952-1953, it was shown that for each person who was forced to withdraw because he would not conform for the good of all, there were several more humanly qualified individuals anxious to take part with some assistance in a program based on ethical desirable values (George Harvie, 1971).

Probably one of the most efficient ways of presenting behavioral expectations for coaches, and insuring that they are fulfilled, would be through a compulsory certification program. Under such a program the major criteria for becoming a minor sport coach would be desirable behavior. If such a certification program had levels, the first level would involve almost totally behavioral expectations. Whether or not a person is a minor sport coach or leader should not initially depend on how much specific sport knowledge he has, but rather whether his behavior will have a desirable influence on youngsters. One of the best minor league coaches the author has ever observed is an Englishman named Colin Kiddell who initially had little or no exposure to the game of hockey but he recognized children's needs.

Initial registration as a coach or leader might require attendance at a meeting (or hopefully clinic) at the start of a season where distinct behavioral expectations are presented along with the reasoning behind them rather than general values.

Examples:

- Emotional outbursts by coaches towards officials will not be tolerated because the coaches are responsible for the officials and are required to fill out constructive evaluation reports for the young officials after each game. Any further complaints on officiating must be taken directly and diplomatically to the community supervisor. All this is in the interests of improving officiating as well as coaching.
- Coaches are expected to give equal playing time to all registered players as stated by Rule #10 Metro Toronto System. This is





necessary to provide equal opportunity for all players on a team despite the level of hockey the individual is playing.

- Coaches are expected to comply with recent rule changes. For the benefit of the participants, young boys will play "cross-ice" games with rules modified to facilitate their abilities and speed up skill learning.
- Coaches are expected to positively reinforce achievement only within the bounds of fair play as outlined by the rules committee. In this way an appreciation of having done one's best while maintaining a concern for others can be developed.
- Coaches are required to rotate positions as set out by the rules committee and are expected to encourage boys to play all positions and try a wide variety of skills.
- Coaches are expected to positively reinforce co-operative team play and respect for opponents. Therefore, youngsters will develop an appreciation of co-operation and group effort while maintaining a concern for others.
- Coaches are expected to encourage play activities in practices with maximum use of the ice facilities.
- Coaches are expected to report and discuss any violations of these expectations (and serious player violations) with the community supervisor. In this way the best possible coaching for kids can be developed.

Similar programs of behavioral expectations can be produced for officials so that their responsibilities are more clearly defined. This procedure would be particularly helpful to young beginning officials. Since officiating involves many discretion calls and decisions, a young official needs practice in a low pressure environment which gives constructive feedback. The fact that minor coaches would be required to fill out a short outlined report at the completion of each game, would be tremendously helpful for the official who would also be working under a community supervisor. The official should also be required to report and discuss serious rule violations of players, coaches, and other officials with his supervisor so that action to overcome the problem can be initiated by the supervisor.

An interesting officiating adjustment for twelve year olds and under (maybe older) hockey players, which the author has found highly successful in reducing violence and rule bending, would also be very helpful in developing good young officials. This involves using penalty shots rather than minor penalties for offences of rules that are distinctly set down by a rules committee. There is no public "attention-getting" announcement of the penalty. The player is instantly notified of his infraction, the shot taken, play immediately resumes, and the player does not miss playing time. Officials will record the incident. If the official gets co-operation from coaches in the situation (and he should), he can soon improve his system of warnings and discretion calls.

Major penalties in youngsters' hockey (anything that looks like an attempt to injure, rather than just fighting) should involve immediate expulsion, and game suspension if in the final five minutes of a game. At any rate, the official is no different than any other person; to be effective he needs practice, constructive feedback, and reinforcement.





In addition to clinics and meetings, certification programs can aid in improving the calibre of their coaches and officials etc. by utilizing mass media techniques such as television and radio programs and newspaper and newsletter articles which might contain required information. An individual might be required to acquire a certain amount of this information in order to maintain his certification and its accompanying status and rewards.

These are ideas which might be developed in certification plans but initially it is important that any certification program approved by a sports body be directed at the goal of overcoming its major problems. In minor hockey, it appears to be a problem of over emphasis on winning and professional influence. The behavior of coaches, officials, players, etc., should be the prime concern.

#### Community Leaders $\Longrightarrow$ Parents and Fans

Although this link can not be as easily controlled, community leaders could do a great deal to improve the behavior of parents and fans which, in turn, has such a major influence on kids. Meetings and newsletters to parents could have a significant influence in producing desirable parental attitudes and behavior. Explanations of what is valuable to the youngster and what can have a negative influence on the boy in a sporting experience is information which most parents would be glad to have. Discussions of possible end results can do a great deal to produce more empathetic adults. Communicating program objectives is the first step in insuring appropriate family responses and climate.

Television, radio, newspaper, and mass media which very often utilize public service information could play significant parts in improving the behavior of parents and fans. The modelling and reinforcement would be important to them if correctly presented. Multiple choice contests on "what is desirable behavior" and "what kinds of behavior will be most valuable to the boy" along with publically announced answers, reasons, and results could be developed through mass media or game attendance.

Presenting behavioral expectations for parents and fans and providing reinforcement could be a valuable part of any community program to reduce violence and win-despite-cost orientations in kids' games. Education of adults can be a major influence and has hardly been attempted in the past.

#### Coaches and Official $\longleftrightarrow$ Parents and Fans

The relationship here should become one of much better understanding and communication if the methods of behavior modification and environmental change already presented are effective in the other links. New empathy and understanding of what is expected from all these people should be the result of the improved behavior created. There is a natural link here but it is not necessarily the most crucial to the organizer of behavior modification. It might be more efficient to work with each of these groups rather than from one to the other. This is the reasoning behind their placement in the diagram.

However, the coaches and officials could be a major help to community leaders in helping to communicate program objectives to parents and fans. All avenues of helpful communication should be considered.





Coaches and Officials  $\Longrightarrow$  Players  $\Longrightarrow$  Players

It is here that behavioral expectations are presented to the players. Coaches and officials after certification or registration should have information regarding the kind of behavior which is required and will have a positive influence on kids. Again what the coach presents to the child is not just that he practice sportsmanship, etc. but that his behavior be within the limits presented.

Examples:

- The player must play the game with his stick blade always below the height of his waist. Therefore, injuries can be prevented and high sticking or elbowing avoided considerably.
- The player must never speak offensively to any official because the official is acting in the best interests of everyone and has the support of the coach.
- The player must never deliberately attempt to injure anyone because this is a violence of other people's rights and will not be tolerated.

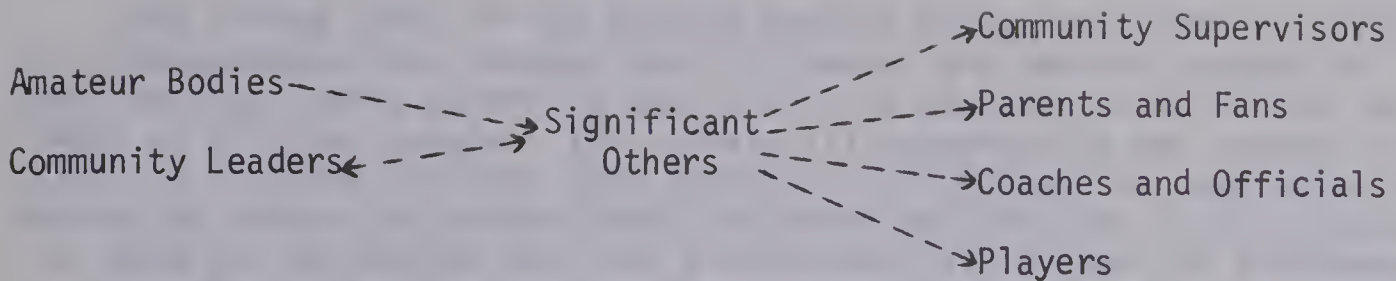
As the youngster participates under the new criteria presented by significant models and the accompanying reinforcement is experienced, he soon begins to value new kinds of attitudes and behavior. It is then that "peer group" sanction, which is by far the most effective, begins to operate. In the right kind of environment with the right kind of contingencies, the new behavior becomes socially accepted and peer group sanction becomes highly effective. Players behave in the manner similar to those players they see being positively rewarded. Any behavior which is undesirable and negatively reinforced soon begins to draw social disapproval from peers.

Parents and Fans  $\Longrightarrow$  Players  $\Longrightarrow$  Players

In the end of this chain, peer group sanction again becomes the most effective technique of maintaining desirable behavior once it is established. Parents and fans who have hopefully come to know the types of behavior that have positive and negative influences on the child are now reinforcing the behavioral expectations which coaches and officials have presented. When these people come to realize the significance of environment on the child's behavior, their reinforcement and modelling will be more closely related to the approved contingencies of the improved minor sport coaches and officials.

All this tends to create a consistent environment based on desirable societal goals in which the child's behavior is considerably modified. If along with his fellow participants he is consistently reinforced by different people for desirable behavior, he soon faces peer disapproval at deviance or undesirable behavior. In addition, the new behavior itself (involving sportsmanship, socializing, and co-operation) should be self reinforcing and, hopefully, perpetuating.





These peripheral links on the diagram can play an important part in supporting and reinforcing the program being utilized in the core links. Here, amateur bodies and community leaders might begin to utilize significant others in the environment (sports heroes, popular leaders, etc.) to support their stand. For example, the influence of Jean Beliveau, Jacques Plante, or Gordie Howe giving the behavioral expectations for youngsters based on a "participant-oriented" game via mass media would be a tremendous boost to any program. The extensive modelling and vicarious reinforcement influence of people with such status is hard to measure.

Similarly, Toe Blake and Harry Sinden in film clips giving behavioral expectations for amateur coaches at a certification clinic would have a highly significant impact.

These kinds of people may have gained their status via the professional-style game but would likely be only too glad to help in any program which is in the best interests of kids. The influence of a national leader or popular star in the role of an ideal spectator, participant, or administrator in amateur "participant-oriented" sports can also be highly significant if these situations can be captured and presented.

This link involves another example of environmental control to reduce the negative influences and reinforce the positive influences on desirable behavior. Such creative ingenuity could be the key in producing a highly effective program of behavior modification in the natural hockey environment. Consideration of all factors is an important beginning. "It would seem inescapable that a strong and continual emphasis on winning as the important product of sport produces hate and a climate of suspicion and mistrust" (Murray Smith, 1971:12).

The methods of improvement suggested to this point have primarily been concerned with the "immediately reinforcing others" in the community. It is assumed that this area of improvement is crucial because of the immediate power and influence these people often have in comparison with vicarious and more distant models in society. However, two additional proposals for action at national and provincial levels could greatly enhance the possibilities of a community improvement program for minor hockey.

One deals with the importance of administrative and governing bodies of amateur hockey taking a stand on values, attitudes, and particularly behavior. It is crucial that the people concerned, who have been given leadership roles, establish "what is desirable" and "what is undesirable" in the interests of the people they serve. The bodies should then take steps to implement programs which insure that "what is desirable" is promoted and maintained.





The strong stand of the Alberta Amateur Hockey Association (1972) for independence from professional influence is a perfect example of what amateur sports governing bodies must be prepared to do in the interest of kids and people. This provincial organization has chosen to withdraw from the national CAHA because of its refusal to take effective action to reduce the professional influence and problems in minor hockey. The AAHA has recognized that the professional style game and accompanying behavior is highly undesirable for Canadian youth and is beginning to take steps to improve the situation. This body is convinced it can provide a better environment and experience for youngsters based on "what they feel is desirable".

The other major proposal for improvement is aimed more directly at government. If John Munro's (Minister of National Health and Welfare) excellent proposals for movement towards "participatory sport" are to become reality, there must be an increase in the status of amateur recreational participant sport in comparison to professional spectator sport. Recreation and participant sport are very marketable things because they can be made very attractive, and usually have a rewarding and satisfying influence on individuals. Government should insure that an effective marketing program is developed and that it reaches power figures and opinion leaders in society. The Minister of Health and Welfare has expounded on the desirability of mass sports participation and "most fun for most people", and it is time to take active steps to incorporate these things into the life style of more Canadians.

Minor hockey in Canada has problems, but they certainly are not completely the fault of community administration. These problems are a product of a society, and societal changes as a result of the action of governing bodies could be a major factor in helping overcome them. In the meantime, it is important that each community strive to make its minor hockey environment a better place for kids. Youngsters are the leaders of tomorrow; the effect of childhood experiences on what they become can not be denied. Minor hockey is an important part in the lives of many Canadians -- the author's concern is that it be a positive part.





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